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Redbridge go for selection showdown

by Patricia Rowan and Bob Doe

Redbridge is all set to be the next local education authority to follow Tameside into the courts in a conflict with the Government over its policy on comprehensive schools.

Mrs Shirley Williams, the Education Secretary, has written to the London borough to say she wants firm plans for the elimination of selection by the end of this month. On March 22, a meeting of the full Redbridge Council is expected to endorse an education committee decision not to submit plans.

The Redbridge line, as explained by Mr John Telford, chairman of its education committee, is that since 92 per cent of the secondary school children in the borough are now in comprehensive schools, they have given "due regard to the principle of comprehensive reorganization".

They want to leave their two remaining grammar schools—which they now prefer to call academic centres—as they are for another year or two, until they see how the rest of the recent reorganization is working out.

Mrs Williams, however, is not happy about leaving Woodford County Girls High and Ilford County Boys High with a highly selective intake for the next year or two. "She wrote us a rather stiff letter," said Mr Telford.

He expects her to follow up their refusal to produce plans on March 22 by invoking Section 98 of the 1944 Education Act on the grounds that the law has failed to discharge a duty imposed upon it by the Minister, and to apply to the court for a writ of mandamus to support it.

Mr Telford would welcome the chance for Redbridge to argue its

case in court, but if the decision goes against it, he believes it should not break the law or go to appeal. The first in a series of court declarations is likely to be six to nine months away, and that may subsequent plans and consultation would take this time beyond the latest possible date for a general election in autumn, 1979.

Mr Norman St John-Stevens and Dr Rhodri Iwan Jones, the Opposition education spokesmen, have both promised that a Conservative government would be quick to repeal the 1976 Education Act which effectively outlawed selection.

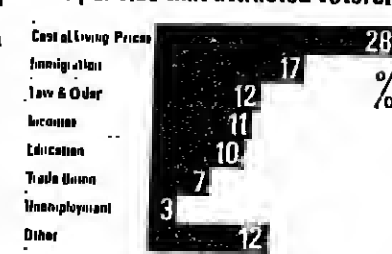
Even before the general election, however, there is the question of just how far the fate of the grammar schools might be a vote-winning issue in marginal constituencies.

There is some evidence that it did play such a role in last week's by-election in Ilford North, one of the three parliamentary constituencies which make up Redbridge.

The original education decisions by the reorganization sub-committee and the education committee were to produce plans to end selection by the end of February, just as nomination day was approaching in Ilford North. Not a good time, as local Conservatives were keen to point out, for the Education Secretary to be seen to be humbling the local authority on an issue on which there was strong local feeling.

The Conservative candidate, Mr Vivian Bendall, did indeed get a

The policies that attracted voters.



Ilford North opinion poll. © ITN-ORC.

number of questions reflecting concern about the fate of the grammar schools, and at least one poll was one of the factors which helped him to win the seat.

Independent Television News and Opinion Research Centre asked a sample of voters, as they came out of the polling stations, how they had voted, and whether they had switched votes since 1974. They were also asked which policies had influenced them. Education came fifth, with 10 per cent.

Among those who switched votes from Labour to Conservative, education ranked third, behind only the cost of living and immigration.

In a sample of only 635 the numbers were small, of course, but ITN-ORC claim that their results overall were within 2 per cent of the final declaration. Anyway, small numbers are what count in marginal constituencies.

All the other six minorities which

have been reluctant to submit comprehensive plans to the Secretary of State have now either done so or agreed to do so. But several are trying to spin out discussions or postpone implementation as long as possible in the hope that a Conservative government will let them off the hook.

Buckinghamshire has submitted proposals for 11 to 16 schools and some 11 to 18 "academic centres" based on existing grammar schools although it has already been told by the DES that these are not acceptable. They were submitted, reluctantly to comply with the law. In any event, the county does not intend to put plans into operation until 1983.

Sutton planned to end selection in 1984 through the DES stipulated 1981 and wanted the Outer London borough this week that legal action could be taken against it if it did not make a start this year. Sutton's legal advice, however, is that such action would be unsuccessful.

Tafford too, has sought legal opinion on whether the Secretary of State's insistence on its scheme operating from 1981 instead of 1983 is a reasonable exercise of his powers.

Bexley agreed to draw up new plans after its first, cast in 1976 and spreading over 10 years, were rejected. This will take until after June, it says. Kingston have been told to reorganize by 1979 rather than 1982.

Tameside's plans, which allow for an end to selection in 1981, have been submitted, and the DES has asked for more information about extra buildings envisaged.

Students on strike in school tops, say inspectors

by Stephen Cohen

The Commission for Racial Equality has written to the Secretary of State for Education, Mr William Whitely, the Education Secretary, to say that it is "deeply concerned" that the school inspectors are not doing enough to ensure that the schools are not discriminating against black pupils.

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PERSONAL COLUMN

John Rae Parable of the good lunatic

A parable for Lent. A man was travelling from Pimlico to Westminster when he fell among beggars who had been told to get out of the area by the police. He was told to get out of the area by the police.

There came that way a bishop clothed in purple who when he saw the man lying on the pavement said to his chauffeur: "Draw up here, Jenkins, but keep the engine running. I'm already late for my conference on world poverty." He lowered the window just far enough to put out his hand and, making the sign of the Cross, he said: "In the name of the Father and of the Son and of the Holy Ghost, Amen. Drive on, Jenkins." And he passed by on the other side.

There came that way a member of the International Marxist Group who, when he saw the man, said: "I embrace you—metaphorically of course—as a fellow victim of the capitalist system. With any luck you'll die. The heroic struggle of the workers needs a martyr or two." And he passed by on the other side.

There came that way a philosopher from the University of Oxford who, when he saw the man, said: "Though it is true that the evidence of my eyes suggests that there is a man lying on the pavement, it is logical to stop to conclude that because he is lying on the pavement he is in need of my help. On the contrary the fact that he has been immobile for several minutes suggests that he may be beyond my help. I could give even if I decided to give it."

"Even if he is alive (whether that may mean) it is by no means certain that he would welcome my help; he might have chosen to lie on the pavement in which case he would regard any action of mine as an unwelcome interference with his free will as expressed in his decision to lie on pavements." And he passed by on the other side.

There came that way a member of the Government who, when he saw the man, said: "This is a problem we inherited when we came to office. We are already tak-

ing the most strenuous measures to deal with it. I think I can say without fear of contradiction that you will be one of the last people left to die on the pavement." And he passed by on the other side.

There came that way a member of the Opposition. When he saw the man he said: "This is a direct result of the present Government's policies, and it is my solemn promise that when my party is returned to power people like you will not be allowed to die on the pavement." And he passed by on the other side.

There came that way the Headmaster of a nearby public school who, when he saw the body lying on the pavement, said to himself: "Oh dear, I hope he's not one of ours." And he hurried by on the other side.

There came that way a nun who, when he saw the man, called out: "I identify myself with the oppressed in all the world. I love you man. I love your face. I love the whole golden stupid human race." And he drove by on the other side.

Finally, there came that way a lunatic who had recently escaped from an asylum. He was incapable of logical thought. He understood no policies, promises, or ideas, performed no civic duty, held no position in the world, paid no taxes and gave no alms. He had the mind of a child. He family had secretly hoped that he would not survive until manhood because they found the burden of his abnormality too hard to bear.

When he saw the man lying on the pavement he went up to him and lifted him, body, blood and dust, and carried him in his arms to the nearest hospital. On his way he passed a bus queue. The men and women standing in the queue, when they saw the lunatic carrying a man in his arms, set their faces unsmilingly towards the oncoming bus. "We're late," they said. "The weather's bad, one, though, for face was filled with rain. 'Can't complain, can we?' said another.

The lunatic arrived at the hospital. He carried his burden into outpatients and laid it on a table. A doctor examined the man and said: "This man is dead. Who brought him here?"

"You must be mad," said the doctor.

And they laid hands on the lunatic and thrust him into an asylum. And he said unto them: "Which of these was the friend to the man who fell among beggars?"

And he said unto them: "Go and be mad for my sake. Your insanity will make you whole."

ILEA starts new cane probe

Having abolished caning in primary schools five years ago, the Labour majority on the Inner London Education Authority's education committee are now trying to stop it in secondary schools.

On Tuesday they threw out a Conservative motion which sought to confirm the right of heads to use corporal punishment or to refer to it in the terms of the authority's regulations, and expressed the hope that the Authority's proposals for dealing with disruptive pupils and consultations with teacher associations will lead to the elimination of this form of punishment.

At the request of Sir Ashley, a survey was conducted into the extent of caning in London schools. Mr Michael Willetts, chief inspector, who is in command of the survey, said this week that it would start in the summer term.

Mr Robert Vignar, leader of the Conservatives, said afterwards that he was not in favour of punishment. But it was not realistic in the present time to do away with the cane.

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11,600 still out of work

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25% of leavers can't do the simplest sums

A quarter of all school leavers cannot do simple arithmetic like six times seven, 79.3 minus 8.1, and 35 plus five according to a recent survey of 8,000 such pupils.

The Institute of Mathematics, the body that represents all professional mathematicians, has tested the basic numeracy of fifth formers in Buckinghamshire, Dyfed, Essex, Leeds and London. They also tested fourth years in Cleveland.

The results from every authority were an unsatisfactory, the institute says, that it does not even feel the need to comment on them.

The test was concerned with only the most basic skills that ought to be well within the capabilities of almost all pupils about to complete their compulsory schooling. The IMA says. A mark of 80 per cent on such a test is far below the acceptable minimum standard.

Only 16 per cent of the ILEA boys and 9 per cent of the girls got over 90 per cent compared with 40 and 35 per cent respectively in Buckinghamshire.

Over a third of the students in every authority got wrong answers to the question: "If a shopkeeper gives you a 10 per cent discount on a £10 item, how much do you pay?"

Between a quarter and a half of the pupils could not write out £149.09 correctly in figures. Full marks were obtained by 8.3 per cent of the fifth-form boys and 4.5 per cent of the girls.

'Panic won't help' More teaching children how to do sums is not good enough, according to a policy document issued by the Joint Mathematical Council.

Traditional computer skills should not be equated with numeracy, it says. Much more than arithmetic is needed. "Pupils must also know which computer is appropriate to the problem in hand."

The council calls for "balanced and realistic" tasks. The common assumption that nearly all children can do long multiplication and division was never true. "The aim in mathematics teaching should be to give all children the satisfaction of doing something really well."

300 student teachers in DES training probe

Student teachers will play a major role in an important research project into in-service training to be launched in September. The programme will start with three training institutions, 20 schools. At teachers and 300 students in training will take responsibility for some aspect of curriculum evaluation.

Students will, therefore, be engaged in what might be called a constructive apprenticeship. On the one hand, they will be acting as assistants to the in-service teachers. On the other hand they will also be teaching, first small groups and later the whole class.

Reasons for the choice of three colleges to launch the project become apparent in the document. "Our view is that the classroom teacher is rather like an engineer who has to start with all the problems that present themselves in each new situation and devise appropriate solutions. A few training institutions in the UK have in recent years begun to move towards this view. . . . Our three pilot institutions have deliberately been chosen from those whose staffs are well advanced along this path."

Four schools will take part in the project, which will last two and a half years and cost £30,000. It is financed by the DES.

Supervised by Dr Key Bolam, of Bristol University School of Education, it will look at the effectiveness of in-service training in two secondary schools, one urban and one rural, and one each of their feeder primary schools. St George's comprehensive, Bristol, with Easton primary, and Devizes comprehensive, Wiltshire, with Wootton Bassett primary, are the schools taking part. Director of the project, which will last two and a half years and cost £30,000, is Mr Keith Baker, also of Bristol University School of Education.

Three further colleges will send members of their staff as observers during the first year of the project. They will return to start a similar programme based on their own colleges in September, 1979, which will, in turn, be observed by staff from a fresh trio of colleges. By September, 1980, it is hoped that another six training institutions will have entered the project.

Dr Henderson said this week that teachers taking part would in effect be enrolled on a part-time school-based course leading to a recognized award.

In a written outline of the project the director says teachers will gain credit for identifying and examining the problems relating to their own teaching situation and will later be encouraged to evaluate the whole curriculum in a systematic way.

The students in initial training will spend at least one day a week during the greater part of their course in the same school as a part of the school team. Each student will take responsibility for some aspect of curriculum evaluation.

Project to fund new broadcasting training study

Heslair Hope Ltd, Freeport, St Philips Drive
Royton, Oldham: OL2 6BR. TES 10/3

Truancy in Wales is worse than in any region in England, including London. At the same time the proportion of children leaving Welsh schools with no GCE or CSE qualifications is 60 per cent greater than in England.

There are symptoms of the aimlessness and apathy of many Welsh schoolchildren, and of the apparent failure of some of their comprehensive schools to shake out their grammar school-like swim approach.

The shortcoming of the system are due to be discussed today at a special conference called by the Welsh Office in the North Wales town of Mold.

Welsh Education Office points to economic and social reasons for the poor record. It is too that the Welsh examination board's policies are partly to blame and that a contributory factor is the low status of the concentration on O level results.

Wales compares favourably with England in terms of the numbers of

school leavers with five O levels or A levels. But, says the Welsh Office discussion paper for the conference, the secondary curriculum of Welsh schools is too academic for the middle and lower ability groups; there is "something in making their school life more purposeful and stimulating".

Welsh FfMAs are even more critical of the way their comprehensives concentrate on grammar school streams. They speak of complacency among teachers about the low expectations of some pupils.

Few schools make any special effort to help the underachievers. Instead, they say, they are offered "a minor award, a certificate of merit and inadequate learning diet. Those who cannot cope with academic work are virtually left to sink or swim".

Such pupils are often found by inspectors "mindlessly copying out passages from books they cannot understand, or wasting time on elaborate illustrations for their 'unified subjects projects'".

Underachievement in basic literacy and numeracy in Welsh is a "disturbingly substantial problem" inspectors say—although they admit there is no evidence that it is worse than in England.

Longueurs are often official and irrelevant to what pupils have rejected: the academic ladder, Maths exercises are too often mechanical and routine, no attempt being made to ensure pupils understand what they are doing, or to relate maths to the real world.

The children about whom most concern is being expressed are just the middle ability. The Welsh Office report says the disparity between underachievers in Welsh and English starts at around the nine O level mark, and manifests itself particularly in poorer attainment at CSE.

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Language lessons are often official and irrelevant to those who have rejected the academic ladder, and exercises are too often mechanical, with no attempt being made to ensure that pupils understand what they are doing or to relate maths to the real world.

The children about whom most concern is being expressed are not the best. The Welsh Office report says the gap between underachievement in Wales and England starts at around the two O level mark, and manifests itself particularly in poorer attainments at CSE.

In 1976 17 per cent of English school leavers had no CSE or GCE. In Wales this year the figure was 27 per cent. Recent figures include some children at risk of getting no such certificates, but the suggestion is that in Wales there are substantial numbers who could have got them.

As one education welfare officer put it, the great risk are those who are not going up to school, but who are bright enough to say that one or two CSEs of doubtful usefulness are not going to significantly enhance employment prospects. These are the bored, disaffected and alienated children he finds himself dealing with.

The popular explanation for the existence of these pupils in large numbers is that they are the fall-out from the extreme regard for academic achievement that exists in Wales.

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TES travel offer

The Times Educational Supplement is arranging, with Lunn Poly and Air India, a 14-day tour of North-West India for teachers. The unlin innuig attractions—Delhi's antiques, the Taj Mahal, the pink city of Jaipur—will of course be included, but the tour will also involve much that is of specific interest to *TES* readers: visits to a village school and to Delhi university, and informal meetings with local teachers.

Prison courses

Prisoners are only marginally affected by education behind bars, a report from the National Association for the Core and Rehabilitation of Offenders suggests. They, in many cases, take up courses with tasks which have little relevance to later life.

Though men make soft toys by the thousands, an activity they are unlikely to pursue when released, says the authors, E. C. and N. S. Haddock. Similarly, the men taught to work for their O levels in Spanish, or, at forestry should not be taken as an indication that they think these subjects are going to be

unproductive

two bodies acting jointly to form a new organization which would be recognized by the European Trade Union Confederation as its "industry committee" for teachers.

This emerged last week after a meeting between representatives of WCOTU and ETUUC. Mr Prod Javals, general secretary of the NUT, said the meeting was a success. ETUUC, who was present at the meeting, said the change of attitude was very welcome.

Welsh truant study

The Welsh Office is to spend more than £100,000 on research into classroom behaviour and truancy.

During the next four years Cardiff University researchers will investigate an in-service course for teachers dealing with disruptive truanting and low achieving pupils.

A second project, also at Univer-

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Rugby School has snid us in playing a touring cricket team from the whites-only St Andrew's College, Groenestown, South Africa, but Malvern College has agreed, a decision which has been condemned by Mr Peter Hain, the anti-apartheid campaigner.

Both schools consulted staff and pupils. At Rugby, the head, Mr James Woodhouse, found such strong opposition to apartheid that he rejected the Groenestown request for a match in June on the famous playing fields.

There was powerful opposition to apartheid at Malvern too, but 53 per cent of the 600 boys and teachers favoured a match with St Andrew's. 37 per cent were against, with 10 per cent don't

Mr Woodhouse said he was criticizing St Andrew's for being anxious to be permitted to enrol black students. "We would be delighted to come a multi-racial school in this country," if this was what it would give students. "Efforts at schools in St Andrew's to be allowed to accept black entry."

Mr Martin Rogers, a member of the board of governors, described himself as a "big, strong, black, muscular, bulldozer," although he did not claim to be a racist. He was a member of the board of governors by national South African students. "It is a different world at schoolboy level," he said. "I do not accept it. I do not accept that a match could be played without conceding apartheid."

Andrew's visit was the first by a South African sportsman to the South African sportsman. "The discussion, on the political level, is a very important one."

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EDUCATION

the best time for a scientist to move across the Atlantic is when he has finished his first degree. This message also appears to have sunk in, for of two of the American physics departments I visited last week I was asked why it should be that there were so many applications for places from students in Britain (and also Eire) wanting to read for a PhD. The explanation, of course, is clear.

With this week's Sunday Telegraph

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(From September, 1978)

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The Polytechnic of North London

Jobs: why some are more equal

Two years ago 71 per cent of newly qualified teachers found jobs; this year the figure will almost certainly be less. Who are the successful applicants and how do they differ from their unemployed colleagues?

A survey of last year's leavers from two colleges of education in the Midlands revealed sharp contrasts in career chances between groups of students.

Graduates with the Post-Graduate Certificate of Education found jobs with greater ease than O.E.L. students who, in turn, found it easier to get work than students leaving college with the Certificate in Education.

Primary-trained leavers, first to be hit by the impact of the falling birthrate, were much less successful in finding jobs. Male leavers found posts more easily than females (a fact which could not be accounted for solely by the concentration of females in the certificated primary-trained group).

Subjects on the DES shortage list commanded most weight in the job market; more than 80 per cent of students on handicraft, economics and science courses found jobs by July. More than 60 per cent of French and home economics students, and more than 50 per cent of music and maths students were similarly placed. Between 20 and 30 per cent of students leaving college in geography, religious education, history, English, drama, physical education and art found posts, and the least successful group of students in the survey were those on social studies courses of whom only 7 per cent found jobs.

These varying success rates cannot be explained by suggesting that those still without jobs were, in longer trying hard. No matter how the survey responses were analysed — by sex, qualification, or main course studied — those without jobs had written more applications and yet had attended fewer interviews than those with jobs.

Few of the successful leavers had not obtained a job by the time of their fifth interview (36 per cent were offered jobs at their first interview). During the same period, many unsuccessful candidates had already made more than 100 applications. One leaver was still without a job after making 224 applications and having been short-listed for 12 interviews.

The less fortunate students reported that they were conscious of facing a number of obstacles which made finding a post more difficult than it need be. To cope with some of these problems, a set of ground rules was clearly being developed by the students.

First it was felt that the letter of



One wrote: "I feel we would be considered more readily if it were possible to get a distinction for teaching practice" while another who had obtained a Credit under a new discredited system of Pass/Credit categories found that she had problems convincing authorities that her Credit was as good as a distinction from colleges using a Pass/Distinction classification.

Naturally, students from colleges which have followed the trend towards a Pass/Fail classification for this part of the certificate or degree felt themselves to be at an even greater disadvantage. There was evidence of a number of students with good teaching practice assessments from the colleges, some authorities were using O and A level GCE grades as substitutes. Despite the gloom that surrounds employment prospects for most

young teachers, and the uncertainty in the procedure, it was noted that five of this year's leavers had decided to pursue careers outside education.

The overwhelming majority of unemployed leavers are trained to teach alongside colleagues who found posts by the end of the last year ended. Early days has not seriously weakened their resolve to continue applying for posts until they are employed.

Lynne Ellen

Lynne Ellen is a lecturer in politics, Leicester. Fifteen Howard is a science, Worcester. Higher Education.

COURSES

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For further information please write to the Director of the School, Worcester College of Higher Education, Henley Road, Worcester WR2 6AJ. Telephone No. (0905) 422131.

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Churchill College, Cambridge

Courses Director: Michael Marland, C.B.E., Headmaster of Westminster School, London

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August 11-14, 1978

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Secretary, Organisation in Schools Courses, 22 Conington Terrace, N1 2UN.

NUS urges talks on sport for 16-19s

Stanley Levenson

National Union of Students (NUS) has launched a campaign for the future of student sports opportunities—with reference to the 16 to 19 age group—at a conference in London.

President Chris Pratt, the 19-year-old member responsible for the campaign, said the future of student sports should be looked at in relation to the recreational needs of the community as a whole.

The union is to ask for discussion with the principals of colleges and universities as a first step towards improving recreational facilities. It will also try to encourage universities and colleges to take leisure activities into account, especially with so much talk of a shorter working week.

He would like universities and colleges to open their sports amenities to the community.

Local students' unions and the three national sports organizations (covering universities, colleges of education and polytechnics) are also being asked to support the campaign.

Chance for young fencer

Marjorie Pollock Smith

There is a three-year gap between the youngest and oldest age groups in the world youth fencing championships in Madrid from March 21 to 27. The two youngest, Bill Gosbee and Kim Cecil, are only 16.

But the main hope of a British fencer is an 18-year-old, Elizabeth Wood, who is studying computer science at South Bank Polytechnic. She has been selected to represent the senior Great Britain world team and last summer was selected for the senior team, Ann is a first-year anthropology student at Cambridge and last Sunday won British Universities championship which London University has held for three years.

Any of the men fencers could easily be the next world champion. But Gosbee, holder of the under-20 international, has experience and is our number one choice. In 1976 much is expected of John Stevenson (London University).

The sabres with experience and able records in Continental tournaments are Mark Stale and Gary L. Stale, a senior champion, who won the 1966 and 1967, has just secured his second successive British universities victory for Cambridge and is an outstanding amateur prospect. Gary L. Stale, the London under-21 international winner, is close behind him.

Unlikely stars will fail to survive even the earliest rounds since all are much less seasoned than many of the senior world class fencers they will meet, but so wins Rob Hranitzky, who won the gold medal for Great Britain in 1976. The team:

Pol (holders, USSR).—Bill Gosbee, David Newman, John Tindman, Reserve: Glen Jones.

Epee (holders, Norway).—John Stevenson, Peter Young, David Fairbairn. Reserve: Hugh Kernahan.

Sabre (holders, USSR).—Mark Stale, Gary L. Stale. Reserve: P. West.

Women (holders, France).—Elizabeth Wood, Ann Brannon, Kim Cecil. Reserves: Clare Montgomery and Fiona McIntosh.

Welsh happy

There is satisfaction in Welsh school badminton circles after their first team victory in the annual quad-

angular match, this time held in Cardiff. Their 5-4 win came in the ninth and last game against Scotland; Philip Sutton (Ebbw Vale Comprehensive School) and Sharon Vickery (Runnymede Technical College) beat Graham Smith and Sue Doherty 14-15, 15-10, 15-3.

Sutton, the Welsh under-18 champion and senior finalist, won five of his six games in Cardiff, the sole defeat being in the mixed doubles when he and Miss Vickery went down 16-17, 5-15 to the English pair, David Simpson (Yorkshire) and Ian Tewdale (Hampshire).

The English, who beat Wales 8-2, defeated Ireland and Scotland, 7-2 in each case, to win the championship again.

peace in the mountains

After an agreement reached by the Mountain Leader Training Council and the British Mountaineering Council, last week three

of the dispute over mountain training and safety recommendations will be taken up by the council, which will take action to set up or continue its own mountain training centre.

The council will also be asked to set up a board of mountain training in the operation of the council.

Deve Humphreys is to continue as secretary of the board and will move with the operations from London to Manchester. Alex McIntyre, a 24-year-old graduate in law from Leeds University, has been appointed national officer of the council.

He will be based in Manchester.

chester. Pending a final settlement the council will service the board as before the dispute, and there will be no major change of policy or operation on the part of the board.

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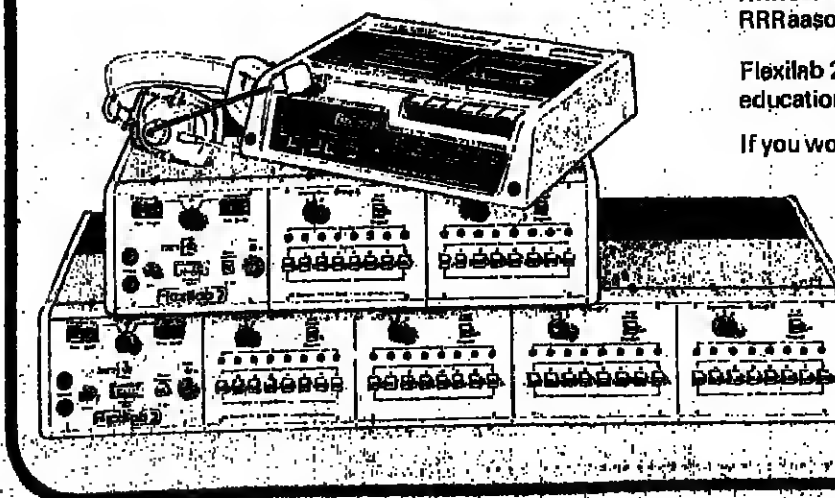
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Further details and application form from the Principal (REP/TES), Garnett College, Downshire House, Roehampton Lane, London SW15 4HR (01-789 6533).

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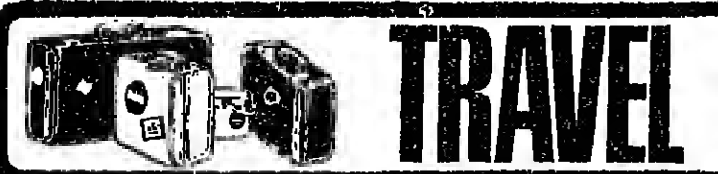
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West Germany

New effort to solve entry crush

by David Dargworth

The Committee of Länder Education Ministers has agreed to significant changes in the procedure for admitting students to West German universities. A new three-stage system is expected to be signed by the heads of the Länder governments this month.

The changes are required to bring the admissions system into line with the provisions of the Higher Education Act and represent a compromise between the conflicting views of the Social Democratic, Liberal and those controlled by the Bonn Opposition Christian Democrats.

The compromise has been achieved only after many months of wrangling and under the threat of intervention by the federal government if an agreement was not reached.

Entry in departments in which the supply of places at all universities exceeds the total number of applicants will be regulated by a "distribution procedure" in place of the "lottery" in place of the "lottery" in place of the "lottery".

Two forms of selection will operate where there are not enough places. In most subjects there will be a general selection procedure under which the number of places will continue to be allocated in place of the "lottery" in place of the "lottery".

In subjects in which this "waiting time" exceeds three years, a "special selection procedure" will be introduced. Thirty per cent of the available places will be reserved for candidates who have been unsuccessful in the previous year together with those who are entitled to special treatment on, for example, medical grounds or because of unusual family circumstances.

Of the remaining 70 per cent of places, half will go to the applicants with the best Abitur marks and the rest will be allocated by lottery.

Herr Walter Bruns, Minister of Education for Schleswig-Holstein and chairman of the committee, said that the special selection procedure is likely to apply only in the "hard-core" of numerous subjects: architecture, biology, chemistry, dentistry, medicine, pharmacy, psychology and veterinary surgery.

The purpose of the lottery is to reduce waiting times and the importance of high Abitur marks which, it is felt, have led to excessive concentration on examination work in the sixth forms of grammar schools.

The lottery issue aroused the greatest controversy in the committee. The Christian Democrats and their Bavarian allies favoured a continuation of Abitur marks and aptitude tests.

At their meeting the Länder Education Ministers also accepted the principle of "overloading of quotas" as a means of coping with the expected increase in the demand for places over the next five years.

Additional staff are to be appointed with limited tenure to an attempt to provide enough places for all qualified applicants, though not always in the subjects of their first choice.

United States

Remote building

Alaska is embarking on a \$93m programme to build secondary schools in 126 remote native villages. The state agreed to spend the money when it settled a lawsuit brought by Alaska Indians, Eskimos and Aleut children. The case alleged racial discrimination in the provision of high schools.

Thirty per cent of Alaska's native children have no local secondary school and have to attend regional boarding schools, while more than 50 per cent of the state's white children, population those in very sparsely populated areas, have no secondary school at all.

Republic of Ireland

Teachers likely to get 8pc pay rise

from John Walshe

DUBLIN

Over 35,000 teachers in the Republic are likely to get an 8 per cent salary increase this year following talks on a further National Wage Agreement by the Employer-Labour Conference.

The conference, which has formulated all recent national agreements, comprises representatives of the various employer organisations, the state as employer and semi-state bodies, while the labour side consists of the Irish Congress of Trade Unions (ICTU), the central body for the trade union movement in Ireland.

The deal allows for a second period, covering a three-month period, during which salaries would go up by a further 2 per cent.

There is also provision for further increases of local industry level, but this will not benefit teachers or others in the public sector as it is intended to cover private enterprise productivity deals.

A special delegate meeting of the ICTU is being held to discuss the agreement which is basically aimed at buying industrial peace. The majority of Irish teachers are employed in a maximum of £2,57.

The latest wage agreement has been accepted by the government, which has agreed to the recent budget cuts and other measures.

Now that the guidelines have been agreed, the Minister for Education, Mr. D. Donoghue, is expected to announce the details of the public sector pay award in the coming days.

Jobs are hard enough to come by in the Republic, especially in the public sector, and any cut in public sector pay would be badly resented.

Announcing a new addition to the Keep Britain Tidy Group Education Programme.

A learning kit for use by teachers with children 7-9.

Following the success of the environmental learning kit for children of 10-11, the Keep Britain Tidy Group Schools Research and Development Unit have now produced a new kit for 7-9 year olds as the second stage of the KBTG Education Programme.

Both kits aim to give children an understanding of a responsible attitude towards litter and related problems in the local environment. The project adopts an environmental studies approach. Children start by studying their local litter problem—how it affects the environment and how it can be avoided. Later they work on the packaging, recycling and refuse disposal and lead on to the topics of planning, waste and pollution. Interesting and practical exercises encourage the development of study and social skills through interdisciplinary project work linked to maths, science, history, geography and drama and crafts.

Each kit contains a teachers handbook, work cards, a film strip, a film strip and notes, three wallcharts, litter prevention posters, an initial supply of plastic gloves to protect the children's hands, and enough material to involve a class of 35-40 children in activities lasting up to a term.

Both kits and a Welsh version of the 10-11 kit are available from Keep Britain Tidy Group, 37 West Street, Brighton BN1 2RE. Each kit costs £4 plus 80p p.p.

Keep Britain Tidy Group

Left, yes—but cool on Communists

At the eve of the crucial general elections, Grelton looks at the intentions and national attitudes of the teachers

PARIS

Half of France's teachers in the next election, and nearly half of 10 will be voting for a Communist candidate of some sort.

Although only 15 per cent of the first ballot, nearly two thirds of the second, final vote in preference to a Communist candidate.

On the general principle that the French vote "for" on the first ballot, and "against" on the second, teachers in general would vote for a Communist, but a large number of non-Communists would do anything, including voting Communist, to stop the present government getting back in.

The greatest Communist support came from those in their forties, whose earliest political activities would have been at the time of the Resistance and the first postwar governments, when Communist influence was at its height.

Similarly, over half of those in their thirties, presumably influenced by the dominant role played by the UNR in the Fourth Republic up to 1958, supported the Communists.

On the basis of voting intention, then, French teachers appear to occupy a central position between the Communists and the Centre. However, they also saw themselves as further to the left than the supporters of each party among the population as a whole.

Thus, whereas two thirds of French Communists closed themselves as left-wing or extreme left-

Two sets of questions were particularly revealing about political attitudes: one concerned voting intentions at the next election, the other asked the teachers to rank themselves on a scale from extreme right to extreme left.

First ballot voting intentions make it clear that the Socialist Party of M. François Mitterrand enjoys the same popularity among teachers as the Communist coalition does among Frenchmen as a whole.

However, the Communists were less popular: indeed, the two conventional extremes of French politics, the Communists and the Gaullists, were both less popular with teachers than with everybody else.

Yet there was no doubt in teachers' minds which party they should vote for. Asked to choose on the second ballot, between a Communist and a Gaullist, over six out of 10 would choose a Communist.

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Thus, whereas two thirds of French Communists closed themselves as left-wing or extreme left-

wing, among the teachers the proportion rose to 80 per cent. It was the same with Socialist supporters: two thirds of French supporters saw themselves as being centre-left, left or extreme-left; but in the case of teachers, the proportion rose to 90 per cent.

To what extent was this left-wing stance reflected in their professional attitudes?

Only one in 10 thought, on the basis of their own experience, that standards were rising, and over half thought they were going down. The general pattern: only four out of 10 Communists, however, thought they were going down, while two out of 10 thought they were going up. Thirty school teachers (19 per cent of the total) thought the Communist Party supporters followed the same pattern: only 12 per cent among secondary school teachers were midway between the two.

This pattern was widely repeated. In other words, unlike the Socialists, teachers in general do not see their English school colleagues as Communist teachers contain a significant proportion of genuine educational progressives.

Thus, the Communists were evenly split between those who thought more freedom should be given to teachers, and those who thought there should be no change; only one in 10 (but nearly two in 10 Socialists) thought pupils should have less freedom.

Overall, the sample was, just, opposed to a parent say in the curriculum (52 per cent against, 45 per cent in favour). The Socialists split 57 per cent against, 40 per cent in favour. The Communists, however, split the other way: 54 per cent in favour, and only 43 per cent against. There was general agreement (55 per cent) in favour of a curriculum for as long as possible.

A striking difference emerges over the school-leaving age. Nearly half the Communists (48 per cent) were in favour of raising it to 17, but only 14 per cent of Socialists. The remainder—both Communists and Socialists—were more or less evenly divided between leaving it where it is, at 16, and lowering it back to 14.

The sample was asked whether they thought being a teacher brought them prestige. Overall, four out of 10 thought it brought them virtually none, and six out of 10 Communists thought the same. Practically nobody thought it brought them a lot, but those who thought it brought them a fair amount were mainly to be found among teachers who were 30s, those in private schools and in hotels.

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Private sector set for big fee rises

from Gareth Harry

PARIS

A ten-fold increase in fees faces parents with children in private Catholic schools. Currently, school fees average around 800 francs (£100) a year. The removal of state subsidies to private education will, it is estimated, increase this to around 9,000 francs.

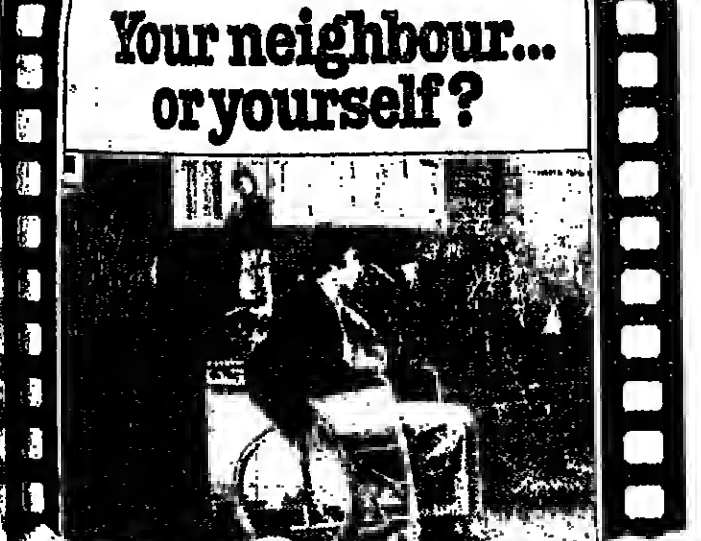
The figures were given at a press conference by the National Federation of Movements Bodies in Catholic Schools. The conference was called to state the position of the Catholic lobby on the eve of the elections.

The battle over state subsidies to private schools has become particularly bitter with the announcement by the Socialist Party that it will not necessarily subsidize private education if it is returned to power.

State subsidies to the private sector amount to 6,500 francs a year for teachers' salaries and a further 850m francs for running costs. Fees thus account for some 23 per cent of the total costs to the sector.

Private schools in France are in the main religious. The teaching of religious education in state schools is forbidden, so parents who wish their children to be educated in this manner have to send them to the private sector.

Among the concerns of the national federation is the getting of standards common to the whole denominational sector. Catholic schools vary greatly in resources and academic standards. This is one of the reasons why parents with able children are reluctant to send their offspring to the private sector.



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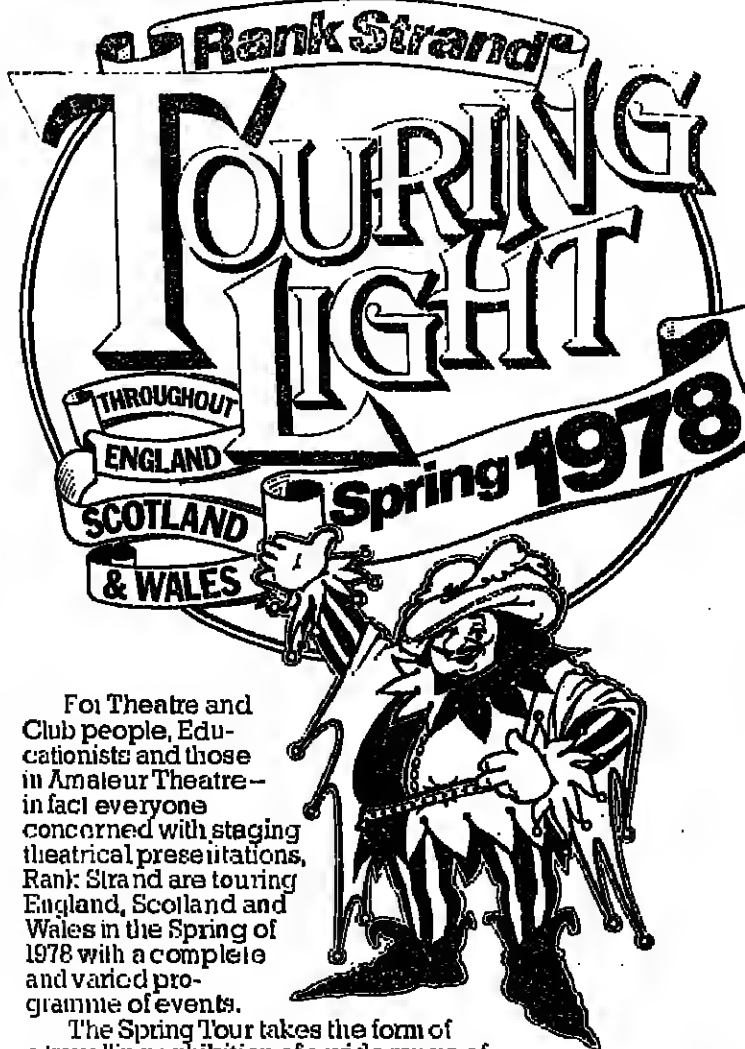
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For Theatre and Club people, Educationists and those in Amateur Theatre—in fact everyone concerned with staging theatrical presentations, Rank Strand are touring England, Scotland and Wales in the Spring of 1978 with a complete and varied programme of events.

The Spring Tour takes the form of a travelling exhibition of a wide range of stage lighting luminaires and controls—some that you may have seen before, others that you definitely haven't. You will be able to inspect, and use, all the equipment at any of the venues. Additionally in each location, an illustrated talk on stage lighting or other associated subjects will be held on one evening.

Admission to each event is free, but a ticket is required for each lecture, which can be obtained prior to each event by writing to the address below—enclosing a self-addressed envelope please.

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Exhibition Hours: 12 noon—6.00 p.m.
Lectures: Doors open 1.00 p.m. for 7.30 p.m. (At all two day events the lecture will take place on the evening of the second day).

BRISTOL

February 24th and 25th

Van Dyck Theatre, University of Bristol, 29 Paul Row, Bristol.

HUNTINGDON

February 28th and March 1st

Brookside Music & Drama Centre, Brookside, Huntingdon, Cambs.

BRIDGEND

March 7th and 8th

Background Recreation Centre, Angle St., Bridgend, Mid Glamorgan.

COVENTRY

March 14th and 15th

Coventry Technical College, Bulls, Coventry.

OLDHAM

March 21st and 22nd

Change Arts Centre, Rochdale Road, Oldham, Greater Manchester.

YORK

April 4th and 5th

Arts Centre York, St. John's, Micklegate, York.

EDINBURGH

April 18th and 19th

Edinburgh Suite, Assembly Rooms Building (entrance off Rose St.), 54 George Street, Edinburgh.

GLASGOW

April 26th and 27th

Television Studio, Royal Scottish Academy of Music and Drama, 68 St. George's Place, Glasgow.

INVERNESS

May 1st

Bishops Palace, Eden Court Theatre, Bishops Road, Inverness.

ABERDEEN

May 4th

Teachers Resource Centre, St. Paul's Street, Aberdeen.

KIRKCALDY

May 8th

Adam Smith Centre, Beveridge Suite, Bannochy Rd., Kirkcaldy, Fife.

RANK STRAND

Rank Strand Electric, P.O. Box 70, Great West Road, Brentford, Middlesex TW8 9HR.

Tel: 088 8822.

Right approach to Oxbridge

Sir—I have for some years watched with disquiet, the signs mentioned by your previous correspondents, Mr Moore (January 20) and Mr English (February 3) concerning the increased difficulty experienced by bright pupils from state schools when seeking entry to Oxbridge. However, my own experience leads me to be somewhat less pessimistic. It is a matter of knowing how to enter the competition in the right way.

For some years, while teaching in an independent school, I learnt to recognize the sort of ability which was capable of gaining entrance to Oxbridge. When I later moved to a comprehensive school and came across the same ability, albeit in lower concentration, it proved possible to bring it successfully to the notice of at least some of the Oxbridge colleges. I have found that the following rules apply:

(a) An outstandingly able student should be put in for the fourth-term exam (entry only).

(b) A candidate of lower academic ability with a strong outgoing personality, wide interests and likely to get, say two As and a B at A level should be sent for interview to a college offering conditional places.

(c) A traditional link with one or two colleges is worth fostering by personal contact, involving visits with parties of sixth formers.

My concern is not so much with whether success can be achieved or not, but whether one should compete at all.

R. J. MITCHELL,
Senior adviser,
London Borough of Haverling.

English Teachers!

Can your pupils write a letter worth £600?

They could win £100 in National Savings for themselves plus £500 for the school they attend – and provide Britain's entry in an international competition.

The Post Office is again running its popular children's letter writing competition and the theme this year is "The Postman – My Best Friend". There are top national prizes of £100 in two age categories, plus £500 for both schools. Other prizes are offered for 20 Regional winners and their schools (£25 and £50 each respectively) and also runners up (£5). The prizes for the schools are being donated by the British Stationery and Office Products Federation.

The aim of the competition is to foster the art of letter writing and to encourage students to take an interest in and learn more about the part

Post Office plays in the nation's life.

The national winners will be chosen from the regional winners by a panel of judges: Michael Marland, CBE, Headmaster and Chairman of the Schools Council's English Committee; broadcaster Noel Edmonds; Tim Jackson, General Secretary of the Union of Post Office Workers; Leonard Pugh, OBE, HCS, Director of the British Stationery and Office Products Federation; and Denis Roberts, CBE, Managing Director, Posts, who will be Chairman. The panel will nominate a British entry to the International Letter-writing Competition of the Universal Postal Union, to be judged by UNESCO. Last year the British winner won third prize.

There are two entry groups.

A. Up to and including 10 years on 31 July 1978.

B. 11 to 15 years inclusive on 31 July 1978.

Entries going forward to the international competition must be between 500 and 1000 words. Closing date is 2 May.

For details of the rules and the preparation of entries, please write as soon as possible to Simon Boylston, Letter Writing Competition, Postal Headquarters, St. Martin's Court, LONDON EC4A 3DF or call at your local Post Office for a leaflet.

The Post Office

Principle behind the race report cuts

Sir—As members of the Consultative Committee of the Schools Council project "Education for a Multi-Racial Society", we are concerned by the decision taken by the Programme Committee on Thursday 1st to edit the first section of the report.

There were no doubts or criticisms expressed by any members of the project during our four years as members of the committee, and this includes those members who represented the various ethnic groups. On the contrary, drafts of every chapter were circulated, and approved by every member.

We agree that the Programme Committee is vested with the power to take action, but what remains unclear and therefore unsatisfactory is the real reason for the decision taken. From various newspaper reports, the reasons given appear to be inconsistent. They range from outbursts which refer to the report as a "propaganda piece about race" to a statement that it is "over-journalized", "unbalanced", "too long", "over-weighted", and more recently "deficient".

We seriously wonder whether the nature of the background against which this report was written is fully understood by the Programme Committee, who seem to be far removed from the concept of a multi-racial society.

Any proposed innovations in our schools need to be placed within a context that teachers will need to understand, and this requires that the situation be clearly defined. It seems a contradiction in terms to express a wish for innovation on the one hand, and then proceed to "play down" the observations which could bring about its understanding. We are aware that observations alone cannot solve problems, but they can and often do help to

elucidate them. Furthermore, they may of necessity touch on sensitive areas, be seen as imbalanced, and provoke controversy; but these reactions can hardly be considered sufficient grounds for not posting them.

It is also presumptuous for teacher representatives to claim the right to prescribe how far children of minority groups should be assimilated in this society. That is a decision which children will have to make for themselves, for they do have a choice. Some will assimilate entirely; others will retain and relate more significantly to their own culture which they understand, and which gives them a sense of security and identity.

Is it not much to hope that the Schools Council will recall the Consultative Committee in order to explain more fully on what grounds this unwise and unrealistic decision was taken?

YVONNE CONOLLY,
London N1
LONDON MUKHERJEE,
London N1.

Sir—Clearly I spoke too soon when I thanked you for the very full and balanced report in your February 10 issue on the decision of the Schools Council's Programme Committee upon the report of the Multi-Racial Project. This week your staff revert to type and report in the style, as helmed of the "FES", whereby the Schools Council is treated as a racist-column level.

It is in keeping with that style that serious issues of principle and fact should be subordinated in the title about personalities. Apparently, for example, if I had not put my "ear" in earlier, the controversial project report might not

have run into trouble. Similarly, it is implied, the trouble over the Stenhouse Race Pack might have been averted, if I had not "filled it with my own" at a subcommittee meeting (I believe I was ill at the time).

The same kind of absurd statement is made about the "black note" of the NUT. You state, without any justification whatsoever, that the Stenhouse Race Pack never saw the light of day because of the NUT's "black note" in the Programme Committee. The NUT has, in fact, four members on the committee, the total membership of which is 22, and so it is incapable of determining anything by its so-called "black note". But in any case, as with the Multi-Racial Project report, the opposition in the Programme Committee was general and not confined to the NUT members. Indeed the first expres-

Why operation bootstraps

Sir—How can alienated, working-class black youth in Britain be recruited from semi-literacy, despair, crime, unemployment and eventual death? How can the black and other immigrant groups attain a confidence in their own strength and dignity?

All these are questions that spring in mind after reading depressingly through last week's issue of the "FES". On the one hand, one reads of desperate and sincere efforts by the well-intentioned staff at Tulse Hill's history department, grappling with a levelling problem and getting nowhere fast, because of the sheer problem. On the other hand is the misanthropic of black self-help projects throughout the country. For example, Brother Herman of Harrogate, that Austin and Len Garrison of the Afro-Caribbean resources) are shaking the hell by the horns and doing their own thing as best they can.

The desperate situation at education today obviously put the authorities on the spot as to whether they should support self-help projects or not. But while they ponder their decisions these self-help projects will gain confidence, respectability and expertise in their own right. One project leader named such pro-

Costing student fees

Sir—The recent Times' report (February 7) that the Government is considering further increases in overseas students' fees is perturbing. The proposition that they should be asked to pay the "economic cost" of their courses has a certain plausibility but before it is acted upon, it is worth asking whether this is correctly calculated. Postgraduate historians from overseas judiciously ask me what they are paying their fees for. As their supervisor, I ought to be able to answer them, and in present I cannot.

I understand that the present figures are arrived at by the crude process of dividing the total cost of universities by the number of students to whom, if so, this process may also very misleading results. Most facilities used by overseas students, in particular by postgraduates, would have to be continued even if there were not a single overseas student in this country.

Most overseas students are accepted through the willingness of most university staff to work even harder than we do already, and therefore they do not account for any significant proportion of our staffing establishment. In these circumstances, a more correct way of costing the demands they make on facilities would be the marginal cost.

For the overseas postgraduates I supervise, I believe the marginal cost of having them in the university is far below the fees they are to present payback. It would be hard to justify the rumoured higher level of fees to them as I would to dispose with the vital contribution they make to the internationally famous standards of the University of London.

CONRAD RUSSELL, Reader in modern history, Bedford College, London University.

LETTERS

Why on dole not easy

First page report on the "Full-time study on 'Leads' further education" is a masterpiece of misdirection. We are quite sure where the situation is, and we are quite sure where the school, register for about black power" and then attend college by dole money, and across the country, in many London colleges, we have operated the concept of a "room handling of the" and I see no reason why they should not be able to do so. There is no reason why they should not be able to do so. There is no reason why they should not be able to do so.

Sanwiched between the bulk of society's young people who form the nucleus of our future skilled labour force, and who are being treated most shabbily. The DES is lodging the issue by letting the MSC pay the bill. Perhaps politicians will do something for the unemployed school leavers at the end of the year.

J. B. FULLER,
Principal,
Walham Forest College,
London E17.

Birth film: what the pupils thought

Sir—I have just read Laila Berg's review (February 11) of Granada Television's programme about the birth of a baby in my class of 15 and 16-year-old boys and girls, who recently watched the programme with me. There was an air of what might be called "stupidity" about the programme, although two girls chose not to watch it, and spent the time in the library instead. In fact, although some people felt that the film was rather glib, and that the closing-up of the perineum were weird, the general opinion was that the programme showed things as they are, and that this was a good thing.

The pupils were told at the outset that they would not watch the programme at all and were free to leave the room at any time, but in fact no one found it necessary to do so. Interestingly, one boy suggested that the series should be shown to 14-year-olds, and the others agreed. Incidentally, it is at the suggestion of my class that I am writing to you—they felt that the balance needed redressing. I. D. MANNERS,
Castlemead Community Secondary School,
Launceston Place,
Dover.

Trained for a life of failure

For one, a man called Dick, this was the difference he felt between a literacy class and his schoolroom:

"Here, you can have it explained in you as many times as you want in school, the teacher would explain it in you twice. After that, you was not idly."

What adult literacy provision is trying to do is offer the time and resources in people like Dick to rediscover their own pace of learning, and their own power as learners.

Calling someone ESN on the basis of their performance with certain pieces of paper and their responses to certain real questions is returning us to the false equation of literacy equals intelligence. What worries us is that while many adult literacy workers theoretically reject this equation, there seem to be renewed efforts in some quarters to revive the notion that if the teaching formula doesn't work, it is the learner that's wrong.

JANE MACP,
Cambridge House Literacy Scheme,
131 Canthorpe Road,
London, SE5.
AMANDA WORTLEY,
Lodge,
Scheme,
2 Warwick Crescent, W2.



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NOVELLO
Borough Green, Sevenoaks, Kent

Children at work

Could it be that children learn more about the world of work by being workers, than by having a lesson on the subject? Colin Ward ponders the attraction of street work; Ann Golzen photographs children at work

North Europeans, visiting the cities of the Mediterranean, or North Americans visiting the cities of Latin America, sit in cafés in sunlit streets, noticing with what sweet gravity Yusuf or Pedro takes their order, and with what a flourish of napkin over skinny arm he whisks away the dishes.

"Why, he can't be more than eleven," whispers one tourist to another, as they watch the boy in the bazaar, sitting cross-legged, stitching together the tooled leather purses they are about to buy.

The reflective traveller thinks about the long hours these children must work, but secretly envious of the demeanour of the bored visiting children and the busy indigenous ones. Thoughts cross his mind that contradict the conventional wisdom about children and work.

But he knows that the industrial revolution in Britain reached its take-off point through the systematic exploitation of the labour of children, and that, decades later, the same was true of the period of maximum capital accumulation in United States industry, and that in consequence generations of humane people dedicated themselves to eradicating child labour.

He would certainly find it difficult to name an instance where juvenile labour had an institutionalized place in the economy and was not associated with unceasing exploitation.

There is, of course, a fundamental difference between the situation of the child who must work, to support or help support the family, and the child who works to provide himself with those necessities which he would otherwise go without, or for which he would otherwise be dependent on others. This is the difference between child labour in the cities of the poor world, or in the poor districts of the rich world's cities, and the work performed by children in the rich world, where it is frowned upon but provides a different kind of experience: that of independence, rather than of servitude.

In developed economies the legitimate ways in which children can earn money for themselves outside school hours have dwindled to the consumer end of the distributive trades: filling the shelves in the supermarket, helping the milkman, delivering papers, and similar activities which depend on putting items with a low unit price into the hands of customers, at a delivery cost below the normal cost of labour. The obvious instance, sanctified in American folklore, is the paperboy.

From newsboy to editor, tycoon, mogul, president, is the stereotype celebrated in the nineteenth century by Horatio Alger, and exemplified by all those magnates who had the foresight and self-confidence to get photographed in the act of selling a newspaper when young.



Before the Second World War it was the practice in British cities to have two milk deliveries a day, the milkman being aided by a full-time 14-year-old. Nowadays, with only one delivery, boys, other than truants, are only able to "help the milkman" in school holidays or at weekends.

The brewer's boy, baker's boy or grocery boy, who hoped to get a job in the shop after serving his time on deliveries, but usually simply joined the unemployed when he graduated from a boy's wage, is now in full-time schooling. His present equivalents are the boys and girls who work in the supermarket after school and at weekends, stocking the shelves, working on the checkouts, or more humbly collecting the trolleys.

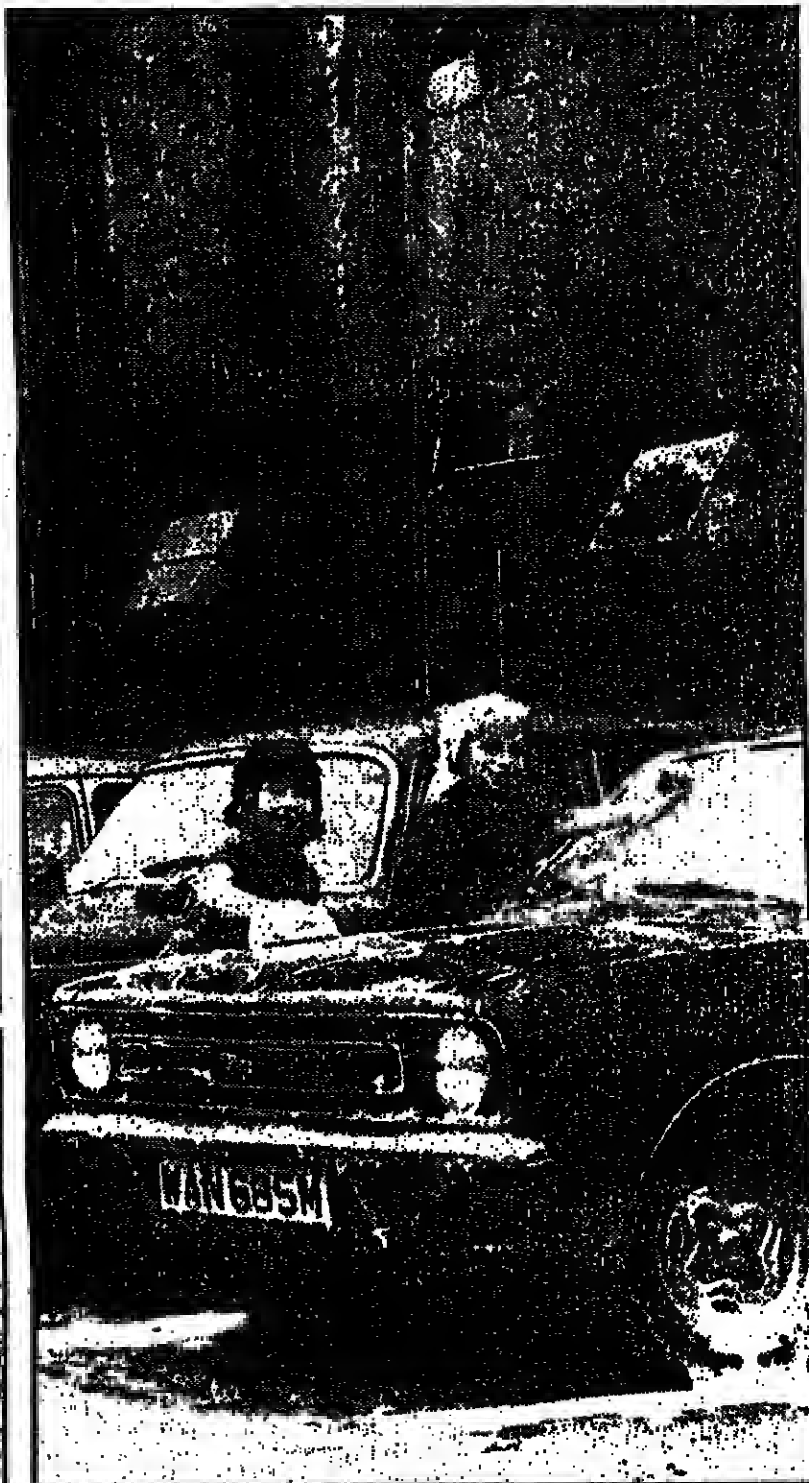
A 15-year-old told me that he worked in the supermarket for two and a half

hours after school each weekday and for eight and a half hours on Saturdays, at 50p an hour. Interesting work? Friendly people? No, he said, nobody knows anybody, nobody trusts anybody, they search you coming in and going out. "And they creep up behind you to see what you're doing." Many children earn the same money less cheerfully by baby-sitting.

More attractive for the child who enjoys human contacts, and easier to penetrate, is the street market. Something of the glamour of the fairground still clings to it, and the street trader often belongs to a family which has years of association with a particular pitch. There is an extravagant bonhomie which envelops the child helper, who is flattered by his easy acceptance, and feels he is absorbing something of the magic of the market—which of course he is.

Mayhew remarked that the modern city child is accepted as a "Dad's office" boy, who is expected to help a shop of the children of the children of drivers who sit in the car with Dad and Mum in the house of the children of the children of women in the school holidays. Mum can't do it in the tasks of the bottles, packing the sweets in the envelopes.

It is this precocious insight that the education system in the street, though worry more about the much smaller portion of city children who are more easily, from sporadic than from any kind of employment, familiar with the workplace.



like their parents, they would willingly forgo leisure for the sake of purchasing power.

Modern urban life exposes the young to the cornucopia of consumer desires while progressively denying them the means of gratifying these expensive wants except through the munificence of parents. The urban child quite often is a child who has found a means of making money, and who regards this as more pressing and more alluring than sitting in school for a lesson on coming to terms with the world of work.

The American ethos of self-help and independence, or of working your way through college, means that at least as far as high school and college students are concerned, it has taken for granted that they will augment their incomes by

Children's contacts with manufacturing industry in the cities of the rich world are usually confined to those businesses which are small and informal enough to countenance the employment of casual labour without involving employment cards, tax deductions, unionization and so on: principally the ramifications of the garment and novelty industries, and similar small-scale, close-to-the-market trades.

Every now and then a small employer is prosecuted for employing children, or is quietly warned off by the inspector. The press picks up the story with headlines like "The Child Slaves of Street-ham", but the slaves themselves, when consulted, tell a different story, talking bitterly of what they had proposed to do with the earnings they had been denied during the long summer holiday. Just

like their parents, they would willingly forgo leisure for the sake of purchasing power.

Modern urban life exposes the young to the cornucopia of consumer desires while progressively denying them the means of gratifying these expensive wants except through the munificence of parents. The urban child quite often is a child who has found a means of making money, and who regards this as more pressing and more alluring than sitting in school for a lesson on coming to terms with the world of work.

The American ethos of self-help and independence, or of working your way through college, means that at least as far as high school and college students are concerned, it has taken for granted that they will augment their incomes by

their own efforts, and that society will provide the opportunities. In Britain no such assumption is made. The whole trend of social legislation and of enlightened opinion has been progressively to postpone the entrance of the young into the labour market, while at the same time reducing the legal age of majority.

We consequently have the comedy of students in their twenties who have never been gainfully employed, acting out a kind of parody of the militancy of organized labour. Meanwhile children 10 years younger scour the city for a chance to be exploited.

Ann Golzen's photographs and Colin Ward's text are extracted from his book *The Child in the City*, published last week by the Architectural Press (£5.95). A review will appear next week.

Playing the game

Douglas Johnson

But perhaps the most serious omission is any adequate discussion of American responsibility for the Second World War. What the Germans, the French, the British and the Italians did to cause the war was photographed and shown to the Americans did—sunk in an isolationist posture which their immature diplomatic service could hardly be expected to disturb—was nothing; and that is more difficult to photograph. But American isolationism must bear a far greater responsibility for the war than, for instance, the sordid, but essentially petty, adventuring of Mussolini.

With a little more thought and tighter editorial control, they could be war end.

Chronicles

"A thorough enrichment of the community" is his verdict on the Scandinavian Impet; and (in answer to the musical theme) how pleasant to learn that Tremont Male Voice Choir and Huddersfield Choral Society may give their prowess in common Scandinavian ancestry.

by Pat Smith and Dorothy Wheatley



one who declared to Stephen, and said that he was a priest, that he had never been guilty of the act which is known as that of infidelity to the marriage bed." These words carefully chosen words. But his interest in "fuller women" amounted to a dangerous addiction.

The large lives of the Gladstones cover the greater part of the nineteenth century. The Queen Victoria

John Crossland

A case for re

Renrad Russell

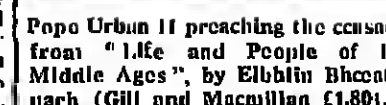
At the beginning of the book, I read the historiographical colour of his work. It is uninteresting and general theories of revolution, and not prepared to construct general theories of peasant protest before he has attempted to reconstruct the detailed narrative. It is disappointing. It is this denied narrative which constitutes the core of the book, and it has many excellent things to say. A full narrative changes the picture of the West Indian peasant more than that of Koser's collection. Drawing on Dr Gocini's work, as well as his own, it emphasises the exceptional quality of peasant owned by non-gentlemen.

Historic Architecture of North
England and Newcastle upon Tyne
by Bruce Allsopp and Ursula Cla
Model Price £5.00. 85362 170 5.

A number of admirable photographs, generously crowded about the tenth page, present cheerfully, under various headings, collections, churches, great houses, other buildings. The architect of the city of Newcastle is Remondino, to our times is not a whole. The captions are succinct, names, with succinct introduction and accompanying supply fuller, information. Maps inside the covers indicate place and the grid is a would have made them.

Greek Architects of Work. By J. J. Cullen.
Pp. 112. £7.50. 236 40067 3.

Despite 11 good plates, many figures and maps and a style which is exact and simple, this is not a plain guide. It demands a understanding of the architect's work and a familiarity with Egyptian, Greek and Sicilian buildings. Nevertheless, expert and layman alike will appreciate the careful answers to such questions as "What was on unbroken outline as a device for columns?" "hulls" separate blocks?," "How was the conivoluted freizes?" and "The what kind of constructs were drawn up for monumental buildings?", and they will admire the clarity with which it Goolton presents the ideas, the panorama which inspired Greek architecture.



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Michael Jessett on the history of the guitar

Guitars: Music, History, Construction and Players from the Renaissance to Rock. By Tom and Mary Anne Evans.

Paddington Press £10.95. 448 22240 X.

The history of most musical instruments is surely interesting enough but that of the guitar is truly fascinating. Over the past 400 years or so it has been subject to the pressures of competing with its cousins the lute and the viola, tolerating relatively drastic structural changes and, overall, suffering the fickle whims of musical fashion.

The form of the classical guitar as we know it today was established as recently as the 1850s, and well before the turn of the century it had given birth to the first of a whole family of instruments which were to adapt themselves more and

more to the social and artistic requirements of such musical forms as folk, jazz and pop, while at the same time keeping its own "classical" integrity.

Tom and Mary Anne Evans's aim is to tell us about the music, history, construction and players of all types of guitar from the medieval to the modern "specially modified Gibson stereo guitar" which is highly laudable in itself. I believe it is the first book of its kind to attempt such an undertaking and it is most timely, for there has been for some time now a growing inclination among (especially classical) guitarists to come to terms with styles outside the scope of their habitual practice. While the cross-fertilization of ideas that may ensue is not necessarily always successful, the broader and deeper understanding of other musical forms and the enthusiastic study of different techniques at least prepares the player to accept interesting and worthwhile innovations.

Within 480 pages, the book deals with the classical, flamenco, steel-

string, acoustic and electric guitars, their development, construction, repertoire, social history and the people who play them. The layout, although not necessarily the design of the book is well thought out and direct, giving one the feeling that no unsolicited myth could possibly survive the keen research of the authors. There is an inset here of ancient lute "guitars", now any student in why beyond the evidence of the writing and sculpture of thirteenth to fourteenth-century Spain.

There is historical obvious but nonetheless sensible statement that the history of the guitar before this period is somewhat speculative; instead of wasting our time with mere hearsay the basic mechanical principles of all corophones are briefly but usefully described in the book's introduction.

The classical guitar has the longest history of the instruments discussed and the authors' logical approach to its development within each period is clearly and separately

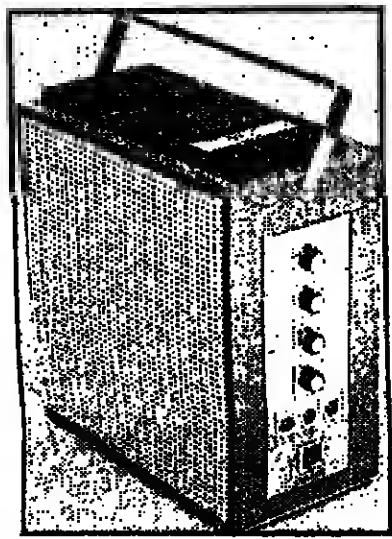
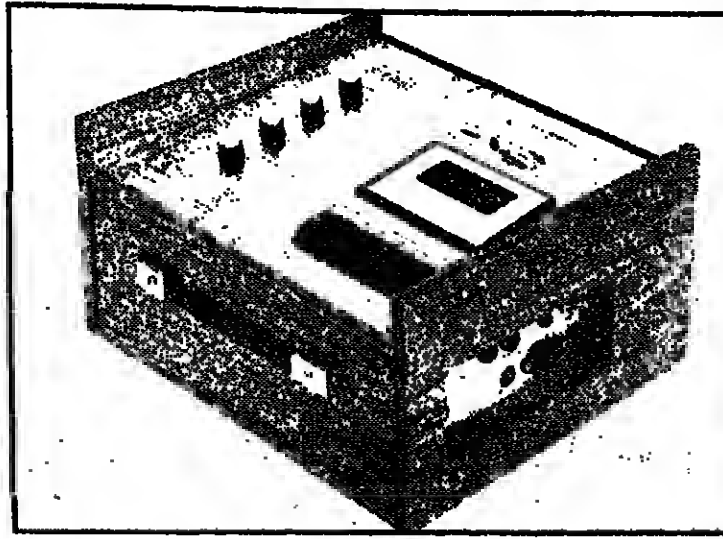
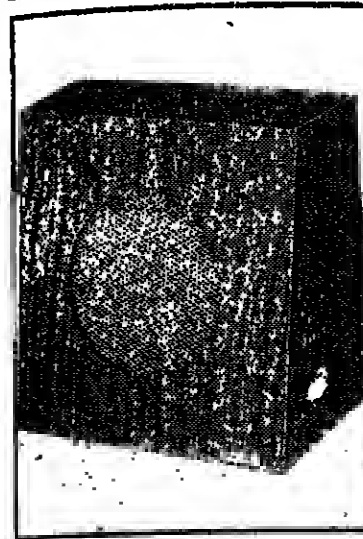
dealt with. There is an ample introduction to each section, followed by one of the best features of this book, a lavishly illustrated picture gallery which is a delight in wonder through, recognizing old favourites and welcoming many new additions. There are good notes on each of the illustrations and the sections which deal with construction, music, social history and players abound with excellent reproductions and photographs. Particularly interesting are the pictures of guitar making, both hand and in the factory. The book also contains a sensible glossary, good footnotes and an excellent bibliography.

The dust-cover claims that the book will interest anyone who has anything to do with the guitar—amateur, scholar or professional musician: certainly I have learned from it and it will have a valuable place on my shelves as one of the best reference books on the guitar to have been written. Perhaps it is as yet not quite definitive in its coverage of all aspects of the

guitar; for example, there is rather too short a chapter on guitar in Latin America. Mention could be made of the sheer vitality of this music, its attitude towards the guitar, and how this style has so fully influenced classical guitar. It is a little odd to assume acknowledgement of the native virtuosity of such players as Amadèu Viqueira and Eladio Ríos is omitted.

It is particularly appropriate in a book dealing with all of guitar music to include a chapter on the concert platform, and most other guitarists, played ranging from pop to the classical, who were equally at home in the concert hall.

Quite recently not long after late lamented Peter Sande, of whose instruments are those and whose ever helpful advice is sought at the beginning of this book, both are happy both as musicians and as



From left: Clarke and Smith CS1 loudspeaker, Grundig CTR5 cassette recorder, BASF cassette recorder CC 9110 C102, and Comber cassette recorder 341/343.

Sounds right

WILLIAM JONES discusses techniques and equipment for sound recording

Most teachers and children now accept tape recording as part of everyday classroom life. Many can manipulate the recording controls with skill. Yet, far too many are still not achieving satisfactory results either because they have not had the opportunity to acquire the small amount of "know-how" necessary to perfect their basic recording techniques, or because they are using inappropriate equipment.

There are, of course, those who are happy to accept this, but for those who wish to improve here are a few points which should result in a dramatic rise in standards. First, read the makers' handbooks. These give invaluable information on the types of headphones, external

loudspeakers and microphones which are compatible with the machine. A particular brand or type of recording tape will also be recommended.

It is pointless to pay extra for expensive chromium dioxide or ferric chrome tape if the manufacturer specifies cheaper low noise ferric oxide tape. The results will be inferior to those obtainable with the cheaper make, and parts of the machine may wear out more rapidly.

Next, improve the recording technique. Recordings made from a radio or record player should be made via an interconnecting wire or lead instead of just by placing a microphone in front of the source of the sound. If the tape recorder and radio handbooks do not specify

the type of lead required, why not contact your authority's media resources centre, audio-visual aids centre, teachers' centre, local audio-visual club group (address registered at the National Audio-Visual Aids Centre), or even the technician at a local secondary school?

When a suitable lead has been obtained it should be labelled to indicate what purpose it serves and each end should be marked with the name of the appropriate machine. It should then be coiled round a cable tie, which will be available from many electrical stores. It should be kept with the machine, or better still, on a clearly labelled hook in the store cupboard.

Recordings made with a microphone will be more satisfactory if the microphone is placed on a suitable

stand (often supplied) rather than held. If a proper stand is not available, lumps of plasticine or heavy bags may be moulded to form a cradle.

The importance of keeping a microphone and cable fixed in position during a recording cannot be over-emphasized. Movement will result in unwanted clicks, pops or rumbling noises which can completely obscure the recorded programme. If it is impossible to keep the microphone still, a machine with a built-in microphone might be the answer.

Instructions about the distance between microphone and speaker should be indicated in the tape recorder handbook, but if no information is available, then a distance of 12 to 18in should be tried. Even cheap microphones

can be very sensitive, and it is usually best to place the microphone away from the microphone, preferably on another table.

Do not forget to turn off the tape recorder's loudspeaker or to turn down the volume control while recording or the sound from the loudspeaker will enter the microphone.

The last point for improving recording quality is maintenance of the machine itself. The outside of the machine and the tape deck should be kept free from dust by wiping regularly with a piece of lint-free or soft leather. The recording head, rubber pressure roller, capstan, etc., can also be cleaned using one of the proprietary brands of tape recorder cleaning kits.

Continued on next page

Choice of Careers Booklets

The more recent booklets in this series are in a new format designed to be more attractive and readable. The booklets are intended to provide young people with the necessary facts on which to base an informed choice of career. They therefore concentrate more on describing the life-style and working environment of people employed in particular occupations, and less on details of work performed, industrial processes, etc. The booklets will be of interest to older persons, and to parents and teachers.

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Paperbacks

Portrait gallery

Michelangelo, by Howard Hibbard (Penguin £2.75). When Brunacci rejected Michelangelo's work as "Beefsteak 1", he was voicing an already growing opposition of taste. By 1578 the 500th anniversary of the Renaissance master's birth must have seemed an almost impossible time at which to write an account of his work. Unless contemporary sensibility be ignored, how could anyone reconcile Michelangelo's world with that of Brunacci and Mondrian, let alone that of Duchamp or Jackson Pollock?

That Howard Hibbard in several ways succeeded was not because he chose to gloss over the central passion of Michelangelo's life. On the contrary, the suggestion which unfolds through the book is that the heavy literary, iconographic meanings that surround Renaissance art were increasingly stripped away as Michelangelo's obsession, the male nude, became employed as a vehicle capable of realising what Hibbard calls, "a kind of abstract, dream-language of art."

The independence of the artist as an expression of his art—art as art—were conditions first accepted in Michelangelo's day, and very largely because of him. It is in this abstract, intellectual level that Hibbard is able to write what has already been called, "the best summary of Michelangelo's life and achievement written in the English language"—and to make it relevant to us now.

Maëla Curle, by Robert Rold (Peladin £1.95). It is rare to find a biography such as Robert Rold has written of Maëla Curle in which there is so little interest in the inner life of the subject. He clearly dislikes everything about her: the technique, the neuroses, the lack of fun and pleasure in her life, the other women who have been in the life of her children. He does not wish to delve any deeper. If there are heroes in this book then they are those that she traditionally overvalues. Piers is to whom he gives the credit for much of the creative scientific work; and her American journalist friend "Missy" who put the energy into raising funds for scientific investigation while she acted simply as the public figure.

Among this week's contributors:

Michael Clarke is head of art at Kingsway-Princeton college of further education.

Noel Hughes was formerly a director of Associated Book Publishers.

Douglas Johnson is Professor of

French history at University College, London.

Conrad Russell is reader in medieval and modern history at Bedford College, London.

Mary Walsby lectures in English at Royal Holloway College, London.

Review letter

Mr.—I feel I must write to correct the severely misleading impression given of John Shepherd's work in *Maëla Curle's* review of *Maëla Curle: A Biography* (30 December). Dr. Tramp suggests that Shepherd subscribes to an evolutionary theory of musical development. Shepherd, however, makes it abundantly clear that he is doing nothing of the kind. Rather, Shepherd argues that whilst there is some traceable historical continuity in both social and musical terms within a given society (something impossible to deny), this does not imply an evolutionary theory of music. It should be re-emphasized that music does not possess its own internal laws.

Dr. Tramp also wrongly implies that Shepherd is critical of pre-literate man for his lack of control over knowledge. When Shepherd makes it quite explicit that he is presenting a sociological description in Western terms as a point of comparison, Shepherd's statement "and in Western terms he exercises relatively little control" here the question is whether the criticism should be made of pre-literate man or of our Western set of assumptions.

The term "heterophony" is open to wider definitions than that quoted by Tramp from Grove. Indeed, Whitall Muller's definition in the glossary of *Colburn Roberts* would seem to be equally satisfactory to that of Grove in the Appendix of *Maëla Curle's* book. However, what is in dispute here is not so much the definition of heterophony as its use in a specific sense made clear in chapter three.

Finally, Tramp's statement that *Maëla Curle's* attempt to "bring our Western literate musical tradition from a Third World standpoint" is exactly taken quite explicitly by Shepherd, namely: "Any particular kind of music can only be understood in terms of the criteria of the group or society which makes and appreciates that music." In other words different musical "languages" require different criteria of evaluation and any attempt to judge the music of one society from the standpoint of another is totally misguided.

TREVIN WISHART, Composer in the Community, North West Arts, 83 Hoxington Road, York.

Maëla Curle writer:

Mr.—It may be some time before I have a chance to look at the review of *Maëla Curle's* book, which I describe as a "sociological description in Western terms as a point of comparison." I have not yet seen it, but I am sure that it is a very good one. I am sure that it is a very good one. I am sure that it is a very good one.

After all, Shepherd's statement that "the music of pre-literate man is a point of comparison" is a very good one. I am sure that it is a very good one. I am sure that it is a very good one.

One fears that Whitall Muller's definition of heterophony is a very good one. I am sure that it is a very good one. I am sure that it is a very good one.

Dr. Tramp's statement that "the music of pre-literate man is a point of comparison" is a very good one. I am sure that it is a very good one. I am sure that it is a very good one.

Finally, Tramp's statement that "the music of pre-literate man is a point of comparison" is a very good one. I am sure that it is a very good one. I am sure that it is a very good one.

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TALKBACK

Languages in London

Gillian Klein

It was a recognition of and respect for mother-tongues that motivated the Centre for Urban Educational Studies to hold an exhibition - the first of its kind - of non-English books for children. Realizing that we could not possibly represent all the languages spoken at home by the children in London schools, we limited ourselves to Greek, Turkish, Chinese and five Asian languages: Hindi, Gujarati, Punjabi, Bengali and Urdu.

Network

Students on the Role of Language in Education course at the London Institute of Education have just published *Talkback 2*. Like its predecessor, it's a collection of tape transcripts, poems, prose and graphics, material which was prompted by the students' work with adults and children during the year. This issue has sections on pupils from overseas, children talking, storying, reading, and poetry, with a preface by Harold Rosen, and a "last word" by Margaret Spencer. Available, price 50p (including postage) from the English Department, London Institute of Education, Bedford Way, London WC1.

The Young People's Department of the Bedfordshire County Library has produced a revised edition of their useful booklet *Popular Reading for the Middle Years*. The emphasis of the short reviews is on recent younger and older fiction for this age group, but there are also sections on stories to tell, poetry, and a short annotated list of books about children's literature. Available, price 20p (including postage), from Virginia Berkeley, Young People's Department, County Library, Bedford. Telephone: Bedford 56181.

Special Education - Wernock and Beyond is the title of a residential weekend course being held by the College of Preceptors at Newland Park College, Chalfont St Giles, Buckinghamshire, from March 31 to April 2. Topics to be discussed include parents' views, the needs of children, the role of special schools, integration and the normal school, and local authority planning. The course is open to teachers, lecturers, social workers, administrators and parents. Further details from J. M. Edwards, 14 Heathfield Rise, Rushley, Middlesex HA4 7NE. Tel: Rushley 73733 (evenings) 01-597 334 (day).

For teachers and others "who have a more than passing interest" in children's books, Nancy and Alden Chambers publish an independent (university) journal, *Signs*. It aims to reflect the world of children's books from a number of viewpoints, and includes extended

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The 30 or more books, chiefly fiction and folk-tales, in each language, could have meant little to the teachers and librarians who visited the exhibition. But at each of 10 ten-minute sessions a mother-tongue speaker, usually a teacher, was present to meet up the literature of one of the languages of the visiting group of schoolchildren for whom that language was their mother-tongue.

No observer could have failed to note the delighted response of every child there to hearing stories and handling books written in their home language. The enjoyment of the children who came from more than 50 schools in and outside of LEA did not surprise us.

What we had not expected was the amount of interest shown by the media, by heads, teachers and public librarians. There seems to be a growing awareness of the need for mother-tongue books, and for the readers who can make this material accessible to children in school.

Many teachers, including those concerned with English as a second language, will argue for linguistic pluralism in our schools. The "both" theory of language acquisition has been discredited - research in Canada, the United States and Scandinavia, and by Maria Rado in Australia, shows that to "immerse" non-English speakers in this "both" may be to drown them.

Totally excluding the mother-tongue can retard cognitive development, for children are deprived of the means to relate verbally in their environment, or to express their

thoughts. Thus command of the mother-tongue can only aid, not impede, the acquisition of English.

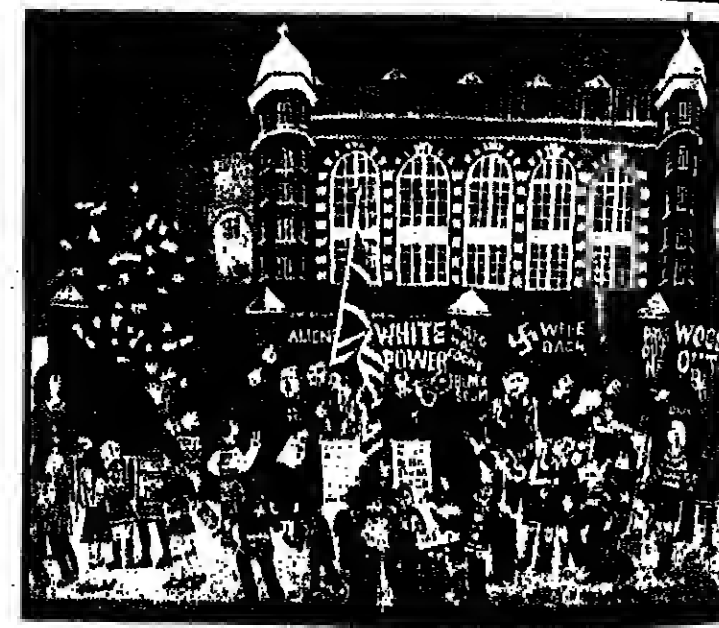
The Co-ordinating Committee for working towards mother-tongue vision in mainstream schools, has expressed its concern for the "furlough" of linguistic minorities in the "furlough" of their own development in British schools.

It may take time until teachers can be found to meet the needs of these children, but the reading books which recognise the child's mother-tongue, culture and identity are already available in ethnic bookshops in Britain, and should be used.

A welcome link will be forged between home and school when a child can read together with a teacher, brought from the home, bringing with it the child's mother-tongue, culture and identity. The school will also be the child's mother-tongue, itself an essential part of the child's identity.

Our "story-time" demonstrates the worth of children seeing and hearing stories in their own languages, instead of being dismissed as incomprehensible or at best unimportant by school. Recognition and appreciation of the numerous mother-tongues of children is a logical extension of multi-racial education, and a valid contribution to ensuring equal status for all in our multi-cultural society.

Gillian Klein is librarian at the Centre for Urban Educational Studies, London.



Next Thursday the recently formed All London Teachers Against Racism and Fascism (ALTARF) hold a "Rally against Racism" at the Central Hall Westminster, starting at 5.45 pm. The rally is being sponsored by some 50 London schools, a number of borough NUT associations, the London branch of the National Association for Multi-racial Education (NAME), and other teaching associations. The organizers stress that admission is by ticket only; applications to be sent on school notepaper with a stamped addressed envelope to ALTARF c/o 12 Little Newport Street, London WC2. Ticket cost 50p; students 25p.

articles on authors and illustrators, on critical responses to their work, and on the history of children's books. Single copies 70p, annual subscription £2.10 in the United Kingdom. For further subscription details and a list of back issues, contact the editors at the Thimble Press, 200, Station Road, South Woodchester, Gloucestershire GL5 5EQ. Tel: Amberley 3208.

The British Trust for Conservation Volunteers, the charity which runs the Conservation Corps, is organizing a number of working parties to undertake practical conservation work during the Easter holiday and at spring weekends. It welcomes adults and young people as volunteers to drain ponds, repair footpaths, plant trees and undertake similar tasks. For further details of times and places, and information about your local conservation corps, contact your regional BTCV office, or Wendy Pettigrew at the London Headquarters, Zoological Gardens, Regents Park, London, NW1, with a.s. Tel: 01-722 7113/3.

A comprehensive 24-page multi-media catalogue of education books is now available from the Corner House Bookshop in Covent Garden, London. In addition to established titles in the field of radical education, the catalogue includes many titles not readily available in any one place. Among the section headings are Rights and Selfhood, Feminism, Minorities and Environmental Education, Teaching Materials for People. There is also a full list of educational journals and magazines. The catalogue is available for price 20p plus 7p postage (returnable on first mail order) from 14 Endell St., London, WC2. Tel: 01-836 9960.



Winter sports

Taking a gamble

Robin Mend on self-catering winter sports holidays in Scotland

An innocuous-looking press release from the French Government Tourism Office early last autumn provided the vital clue. "More Britons will ski in France this winter", the single-page release announced simply. "Last year, 235,599 Britons skied abroad and one in four of them went to France."

And the question which immediately arose was why all those skiers went to France, a country which is not only still comparatively expensive for British holiday-makers but which also has some of Europe's nastiest ski resorts. No, it was not the new mini-skis - although they may have appealed to a few nervous beginners - because the French resorts have taken a big gamble and concentrated massively on self-catering holidays. And this gamble has paid off.

Self-catering, a major growth area as far as summer sunshine holidays are concerned, has now become extremely popular for winter sports holidays too. The trend has been accelerating this winter, and it heralds a major change in holiday habits.

Last winter, for example, fewer than one skier in three from Britain booked their holiday with an inclusive tour operator. No doubt the proportion would have been even lower if the Scottish ski resorts had been included in the figures. And this means that people are choosing to travel by train, coach or private car to reach their destinations, and then preferring to look after themselves rather than go to a hotel.

Why? The answer is nothing to do with freedom of choice and escape from routine, which is one of the reasons behind the popularity of self-catering villages and resorts in the summer months. It is a common belief that by using the family car to get somewhere, then looking after yourself financially, in nine cases out of ten, the belief turns out to be unfounded.

However many people you cram into a car, you are unlikely to spend less than you would on the journey across Europe to the Alps. The Pyrenees, then, you would on the part of bargain, the fare that your operators can offer, your rooms will cost more because the owner's agent will see to it that you cannot drive your car to the Alps. But the sort of bargain that a big hotel company can offer you is not a bargain at all, and when you do not find that the ski resort super-markets regularly make a killing

out of being the one shop for miles around. There will be no group concessions for lift passes or the hire of equipment, either. You may feel as though you are saving money, but you won't.

The exception to this rule, however, could be Scotland - an increasingly sophisticated skiing area but one which, until now, has had little of this winter at least, still has rather too much snow on the hills.

You take a gamble if you choose a Scottish skiing holiday. Many of the things which, in my mind, make a skiing holiday an often missing link in the occasional but, sunny day, a big chance of evening entertainment, or the knowledge

of being the one shop for miles around. There will be no group concessions for lift passes or the hire of equipment, either. You may feel as though you are saving money, but you won't.

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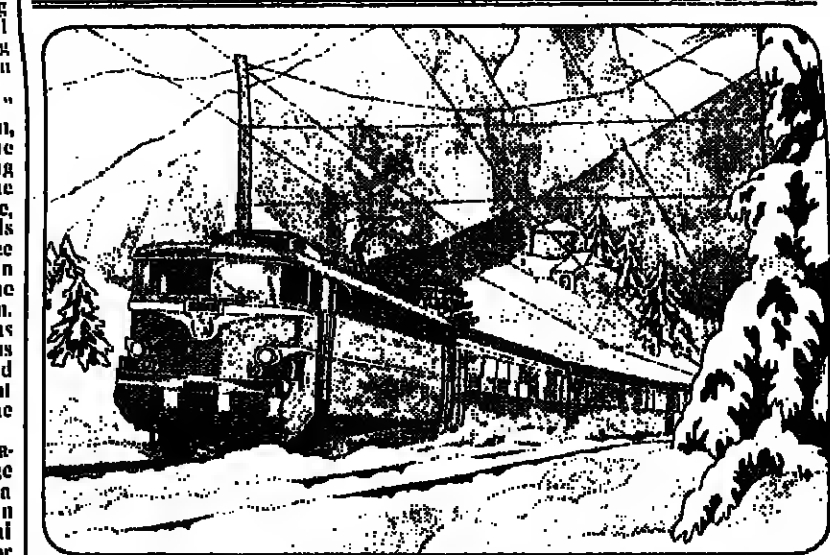
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School skiing—coaching and competitions

Stan Palmer on a new NSFGB approved coaching scheme that provides for performers, coaches and officials

One of the most significant developments in the growth of school skiing in England and Wales will be the implementation of the Coaching Scheme. This will be administered in England by the English Ski Council and in Wales by the Welsh Ski Council. It has been approved by the National Ski Federation of Great Britain and is supported by the Sports Council.

Lengthy, sometimes seemingly protracted, discussion between John Shedd, director of coaching in the English Council, Alan Hughes, chairman of the Welsh coaching committee, and all interested parties has resulted in a "package" that adequately provides for performers, coaches and officials.

With an estimated 70,000 school children visiting the Continent and Scotland in organized school and i.e. groups in addition to the many who are now introduced to the sport on artificial ski slopes it was essential to establish a structure that catered for beginners, regional, national and international participants.

The NSFGB junior Alpine ski tests, increasingly popular with school groups, may in the future be taken as a conditional assessment test. This will help to ensure that the last session of the ski course may be spent skiing instead of standing in lines waiting to perform techniques. Continental ski schools may be persuaded to adopt this system for all Alpine tests.

In May 1976 Schools Abroad Ltd sponsored the first English junior artificial ski slope championships at Rossendale, Lancashire. The event gave great impetus to the establishing of regional ski racing squads with members drawn from

existing ski clubs and school clubs. Both the sponsors and the English Ski Council were so pleased with its success that the sponsorship was extended for a further five years.

The championships are now clearly established as the major event of the English calendar. The 1978 championships will be held at the Gloucester Ski Centre on May 13-14. Representatives of ESC have made provisional arrangements for an English schools artificial slope championships to be held at Gloucester in September. Entry will be determined by the results of the regional championships organized by the regional ski associations.

One development following the 1976 championships was the formation of a national junior squad. At first, competition was limited to races against Scotland and Wales on artificial slopes. In February 1977 a team of 10, eight boys and two girls, all in full time attendance at school, travelled to Pamperovo, Bulgaria, to compete against a Bulgarian team. The event was sponsored by Schools Abroad Ltd and Balkan Tourist.

Within 10 months of the first championship the basis for very positive developments had been established and proved. It was possible for the interest in skiing started on a school visit or on an artificial slope to lead to participation in national and international events. In just three years Martin Collin, Gregg Neve, Neil Holmes (Baldern High School, Sutton Coldfield), Nicola Scott, Ian Ferguson (Southampton SC), Alison and Neil Shepherd (Sandown Park Ski Racing Club) had achieved this and in doing so had raised the aspirations of many youngsters to national and



Chairlift at Pamperovo where a British schools team are competing.

international competition. It is significant that the remainder of the team, Martin Wright, Nigel Morgan and Clive Swain, whose skiing had developed in the more traditional manner with their families and the established alpine racing clubs, accepted their team colleagues as equals and not as pupils in a similar yet different sport.

This year teams sponsored by Schools Abroad Ltd and Balkan Tourist from England and Wales will be training and competing in Pamperovo from February 22 to March 1.

Fortunately, not everyone who skis has aspirations to be a racer; some find it a suitable vehicle for artistic self-expression. Free style skiing, which is perhaps best described as a mixture of Olympic and modern educational gymnastics, dance and ice skating performed while sliding downhill on skis, is becoming increasingly popular and the coaching scheme provides for this aspect of the sport.

Major changes have been made to the coaching awards. To ensure maximum benefit to the pupils it was essential to encourage staff involvement. The coaching awards have now been structured to accommodate the needs of education as well as the ski clubs. A trainee instructor award has been introduced at a lower level than the artificial ski slope instructor's certificate. It will enable school teachers to instruct groups of their pupils in the basic techniques under the supervision of a qualified instructor. They will also be able to conduct NSFGB junior Alpine one-star tests.

It is not intended to replace the existing Scottish National Ski Council ski party leaders award or the British Association of Ski Instructors awards. Teachers wishing to instruct groups of pupils on either local snow or on organized ski courses on snow are recommended to continue to use the excellent training offered by the two organizations.

The artificial ski slope instructor's certificate is retained in the scheme, though at a higher level, requiring a greater technical competence, personal experience in snow and a sound knowledge of the

sport. Progression in the scheme will be monitored by the introduction of a logbook in which all courses attended will be entered.

Coaches, who have previously been appointed on the recommendation of a regional ski association with a minimum qualification of NASSI, will in future be required to pass a coach examination. Coaches will be expected to have knowledge of anatomy and physiology, principles of fitness training and theories of learning. The syllabus will include advanced recreational skiing, Alpine racing and free style. Coaches will be expected to specialize in one of the disciplines.

The final element in the scheme is concerned with the training and qualification of the officials necessary to organize and run the increasing number of events for competitors. It will ensure that established and accepted rules are determined by the governing body used at all levels.

The revised ski party organizer's certificate, which it is hoped will more adequately meet the needs of both the inexperienced and experienced school party leaders, has been included in this section of the coaching scheme.

Members of the English Ski Council have arranged specially with Schools Abroad Ltd to produce a series of wall charts and other visual aids that will cover many aspects of the sport. An organization pack will be available in March 1978.

Further details of the coaching scheme may be obtained from the Coaching Secretary, English Ski Council, 118 Farnham Square, London SW1W 9AP.

Stan Palmer is Outdoor Policy Adviser, Wolverhampton, and Chairman, England Junior Ski Team.

The way to the top

A profile of Akin Stewart, Olympic skier, by Lynne Gladstone-Millar

If I ever had any idea that being an international class skier was a glamorous occupation I have been thoroughly disillusioned of this notion by Alan Stewart, who skied for Britain in the last Olympics and who has just finished seventh in the overall results—the highest placing a British skier has ever achieved in the world championships in Garmisch-Partenkirchen.

Alan, a Scotsman with a broad smile and a sunny outlook, holds a picture of constant driving long distances from race to race, of living out of suitcases, of no privacy, of the pressures of competition, of the pressures of training which is virtually all the year round. After ski parties are few and far between, because they are perpetually short of cash. Depressions are not uncommon, caused by a few bad results in a race, or poor weather, or tensions in the team.

Why do people do it? Naturally there must be great personal satisfaction in representing one's country at a sport, but there is something else.

"You get hooked," was Alan's explanation. "You have got this big idea inside you, and in the past few years I have put in a fantastic amount of work. It is not the sort of thing you can give up just because you don't feel like doing it one day. It is a much bigger decision. Once you have given up, there is no way you can go back again."

How does a young person start on this arduous trail? Parental encouragement is vital, and the attitude of the school to such a reluctant but important member of the team is also important.

"I went to school in Glasgow where if you did not play rugby and cricket you were not in. I did play rugby, and I was always in the team for my year, which meant playing on Saturday mornings. Then this started to conflict with my racing when I was 13 or 14. Eventually I refused to play, and went skiing instead, but it was

made clear that this was not what I thought to do."

Alan had more problems when he needed time off—only a few days—to go abroad training with the Junior National Racing Club. The school did not think the club client reason for missing class. Only when he became British champion did his difficulties



Alan Stewart, Innsbruck 1976.

evaporate. "But I took an awful lot of work on my part before I got any acceptance of skiing," he said.

Finally, Alan believes some people should start skiing as soon as possible, even at three or four years old. A dry ski slope helps and is good to start on, but he feels only a limited standard can be reached on the snow.

"Until you start racing seriously at about 15 years old, the basic skiing technique is far more important," he told me. "You don't have to worry about being spotted when you are a child. But you must be taught properly with a

continued on page 35

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Address: _____

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Tour	Centre	Economy Season	Low Season	Mid Season	High Season	Supplement
SKI 1	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
SKI 2	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
SKI 3	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
SKI 4	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
SKI 5	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
SKI 6	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
SKI 7	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
SKI 8	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
SKI 9	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
SKI 10	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
SKI 11	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
SKI 12	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
SKI 13	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
SKI 14	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
SKI 15	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
SKI 16	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
SKI 17	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
SKI 18	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
SKI 19	Aprica	£ 185	£ 181	£ 181	£ 181	£ 0
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FLIGHTS FROM MANCHESTER TO ITALY AND SWITZERLAND

36 Winter sports

Candles in the snow

Dudley Wilson takes a winter holiday in Sweden

Sweden has the highest standard of living and costs to match. But our young has perked up, Swedish inflation is under control and the ferry companies are packaging competitively priced holidays to lure British tourists. Some summer prices on Tor Låna, for example, are as much as 30 per cent lower than last year.

Innovations this winter have been skiing and self-catering holidays in Varmland. No wonder bookings were heavy in December when the total cost for four of chuter hire, crossing with couchette and carriage of car came to just £160 (9 nights). Spring prices rise to £228 but this still brings Sweden into the reckoning as one of the cheapest do-it-yourself bases for winter holidays.

As I drove along route 45 from Gothenburg, the snow thickened and an evening sun bronzed icy lakes and low fells covered with evergreens. After nightfall a magical white light from strings of lamps on outdoor Christmas trees belonging to homes, churches and communities glinted in the crystal chill. From the windows of houses, mostly pointed dark red, glinted candles placed there to guide wayfarers. No country has such a rich array of Christmas customs stretching from St. Lucia's Festival to Twelfth Night, on Christmas Eve Swedish customs, so

lore has it, have the power of speech. No need to worry about chains or winter tyres. The road is kept open but careful driving is essential. Routes are gravelled, salted, cleared and thoroughly maintained. I reached Sunne, my destination, just four hours' drive after disembarking. Petrol prices came as a pleasant surprise at less than 80p a gallon.

Visitors to Sunne should begin by calling on the Tourist Bureau, a model of its kind working with and on behalf of the community who pay for it and benefit from its efficient enterprise. Sunne is in Varmland and no welcome could be warmer than that accorded to tourists by Carl-Axel Wiclander and his staff. Hotels used for ski holidays are small, independently owned, modest in appointments but comfortable. Ruth Mard, proprietress and cook at Hotel Sunne, provided an abundance of excellent food often from the smorgasbord buffet. Half board here on a holiday which includes couchette and carriage of car with four, costs £99.

The ski slopes are five miles away at Finnafället, a refreshingly uncomplicated centre which has three lifts. Slalom skiing has recently been given a boost in Sweden, rather as skating received here after John Curry's Olympic success, following Ingemar Stenmark's

international triumphs. These slopes are admirably suited to beginners, modest practitioners and families who wish to learn and ski together in an atmosphere totally without snobbery or oddish display.

You will join Swedes for the most part with a sprinkling of foreigners who are much welcome. Skiers are illustrated for evening skiing. Snow caution manufacture snow to ensure favourable conditions all winter. In forests where Finnafället ski touring paths 2, 5 and 10 kilometres long wind through the pines. Most villages have ski trails lit at night some have rinks and there's impromptu cross-country skiing everywhere.

Cross-country equipment can be hired at the Tourist office for about £1.10 daily (£5 weekly). Pinnafället charges £2.30 weekly (£2.70 daily) for downhill slalom, ski, arctic and boot hire. Lift passes cost as little as £7.75 weekly and three-hour lessons work out at £6.60 or £20 for six-day courses. Prices for children's lift passes and lessons are about 25 per cent less.

Self-catering chalets are located 14 miles from Sunne, at Sandvikens and Modskog. You can ski-wander from your chalet into adjoining woods or try, as a change from Finnafället, slopes of Munkfors and Dale, five and a half miles away. Chalets are modern, well furnished, well warmed and all heating, lighting and cooking charges are included—only linen must be brought. Making is a working farm where the owners have built into a barn a children's play area and a cosy get-together room.

Varmland is rich in craftsman and artists part of that creative regional imagination which produced Ljorlöt's stories, Froding's lyrics and the folk music, especially Song of Varmland something of a national anthem hereabouts. I met Gunhild Kulander, an artist of world renown, who lives near Grimsby. Gunhild's intense vision, marked by her experiences of Amazonia and Arctic culture, is given shape in this Varmland stillness.

High quality, locally made goods of unguaranteed prices make shopping in the valley a delight. Sunne has a fine glass and kitchenware as well as the many-branded candlelabra in brass or painted



A farmer's sled and pony in Varmland.

wood which guide travellers from beckoning windows.

For independent stays or meals out, Solbacka Gastgiveri is splendidly run by Inge and Ilona Lång. Here I parked against the farmer's sled and we dined the New Year lunch, on crisp snow round the Christmas tree as fireworks exploded against a sky sparkling with stars.

The comfortable Swedish elegance Leananavägen, owned by Anna-Stina and Erik Håkmark, is perfect, exactly what a country house hotel should be. Rottne Park must not be missed. Here are superb sculptures from every Scandinavian country, set in a formal park sweeping past banks of rhododendrons to the lakeside. I found Carl Björk's curlew, "Youth" and Arvid Kumpel's graceful "Deer" especially satisfying in perfect surroundings.

Contact Tour Line for information on group reductions and all holidays. Their summer brochure contains many attractive ideas. Sunne Tourist Bureau will gladly help with school trips or personal inquiries. There is an excellent youth hostel in Sunne.

If you are self-catering big food from British: you are allowed up to 30lb of tins, tea, coffee, cereals. Buy alcohol on board Te Lina's luxurious vessels which cross from Helsingfors (this has Newcastle this summer) to E

Sweden. Avoid drinks out in Sweden, they are ridiculously expensive, but bought at the State Store are more costly than at home.

The Tourist Bureau tells guests in a weekly bulletin only what is on in town and valley but also of best buys at separate shops where remarkable bargains can be made. They really take you into their confidence and thence into the country: this breaking down the wall between the two worlds of the Swedes and British. Remember, however, it is a world away at a weekly gathering to welcome guests with food, song and the best of Swedish folk art. The heart-warming event held at 8pm.

Useful addresses: Swedish Tourist Office, 3 Cork Street, London W1A 1HA, and Tor Låna, Åmål House, Vellinge, Suffolk IP11 8XL.

honing, with little to do in the evening.

This routine goes on mercilessly until the racing season, and then there is a whirlwind of action. "You deliberately say 'youth'?" Alan said. "Suddenly you have to start racing, and all your long beforehand you are preparing your skis and the rest. The atmosphere is tense on a hill, the trainer puts his foot down harder, turns the screw up half a notch more. Then you are moving around from place to place, always improving, going into a new bedroom, shivering with one or two others racing perhaps on unfamiliar skis, then packing up, again and driving off."

For five years now Alan has been doing this. What began as a year off for skiing between school and university has now become a way of life.

"There is always the next race and then the next. In a way I am in a rut, because it is very difficult to get out of it. I have had 100 Highers, I am 22 years old, and I have no qualifications for a job. I have no friends. But I have a passion. It worries me. But I have made a lot of friends around the world. I can't speak different languages, and I have had a lot of experience."

"My advice to a young person keen on skiing would be: 'Make sure you know what you are doing. You are into it. It is difficult to give it up, and realise also that even if you do devote all to it, there is still energy you have to let, there is the possibility that you might not have much to show for it at the end.'"

In spite of this wary counsel, Alan assured me that he has had no regrets. "Even with the hassle, I am glad that I have done it."

37 Winter sports

'It's always nice to deal with kids'

School travel and school skiing trips are becoming big business requiring a special flair. Tim Albert talks to one

of Britain's foremost tour operators

At best they are seen as the benevolent providers of a magical experience for young people; at worst as the cynical manipulators of parental ambitions and the desire of teachers to skive off for cheap holidays.

They are, of course, the travel operators specialising in school travel and their own self image is probably different. They see themselves working in a market which is stable and comparatively easy in some ways to deal with, but which also has its own problems at least as well as its own opportunities.

"Whatever you're doing it's always nice to deal with kids," says Peter Hopkins. "Adults tend to be so blasé about things."

Peter is a founder and joint managing director of Schools Abroad Ltd, who says that his own school trip to Paris was a formative influence. Born the son of a Welsh miner, he nearly played in goal for Spurs but went into the school travel business instead.

Today, while he is still in his 30s, his sale of plush offices in Burgess Hill, his Segregated Jockey and his admission that "it provides a good living".

He started Schools Abroad in 1972, with a staff of six, a turnover of £50,000 and some 16,000 clients. Now this turnover is approaching £4m, with staff of about 60 and some 65,000 clients. Most of these are 35,000 take skiing trips, while another 16,000 children, mostly of primary school age, go on tours to France; another 14,000 go elsewhere—Holland, Spain or even Jamaica; and a further 2,000 go on trips within the British Isles.

Hotellers are happy enough with the market. "Where they have had an experience of children they have to learn to adapt. They must accept a certain amount of boisterousness, and a higher noise level."

But these disadvantages are offset by the fact that children tend to stay in the hotel, and are happy to spend their money on things like "sundries".

But the key to a successful school trip is invariably the quality of the staff—and this, everybody agrees—can vary. Peter says he is planning to reduce the ratio of free places to school party leaders from 10:1 to 8:1. "They are generally responsible," he says, "though occasionally there are problems of inadequate supervision."

"We try to take a tough line with them either through our reps or through the local education authorities."



Figures and jumps

By Michael Coleman

The Technique of Skiing. By Otto Haglund and Jack Gerschwiller. Translated by A. D. Simons. Gollancz £4.00, 0 304 29541 8.

Two noted Swiss skating instructors have made available an English translation of the Gerschwiller method, a work which may well be one of the best on both the figure and free skating sections of this expanding sport.

Jack Gerschwiller has long been accepted as the authority on school compulsory figures but recent success by skaters trained at the Denver rink, or rather, flourishing schools of Carlo Fassi (among them John Curry and Dorothy Hamill) have led to the impression that the Swiss school is out of date.

The astonishing, free, skating skaters, aged 15, at last year's European championships in Helsinki have proved the new school.

in London or the Cotswolds. "The basic advantage of the school market," he says, "is that they come to us in a group. It makes the job of handling and processing that much easier. But you have to be far more responsible with children."

Another feature of the school market is that it tends to vary less than its adult counterpart. When there is a rough, many parents decide that, though they can't afford a family holiday, they will make sacrifices to send the children.

Yet the vulnerability of children means that a higher than normal proportion of service staff is required. Schools abroad have 12 salaried representatives (or travel advisers as Peter prefers to call them) and another 50 resort representatives during the season, all of whom are instructed to make regular reports to the main office.

Hotellers are happy enough with the market. "Where they have had an experience of children they have to learn to adapt. They must accept a certain amount of boisterousness, and a higher noise level."

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"We try to take a tough line with them either through our reps or through the local education authorities."

city. The National Ski Federation of Great Britain has produced guidelines for party supervision, and, if behaviour of a particular party gets bad enough, we will take action on the spot.

"Usually the threat of withdrawing services is sufficient. And if we feel at the end of the day that a leader has behaved in a responsible manner, we will take this up with the school or the local education authority."

Sometimes, however, things go badly wrong. Peter's biggest disaster was the well-publicised fire a few years ago in an Italian ski resort, where two children and a teacher were killed.

"It was a horrifying experience. With the benefit of hindsight we could now say that the travel industry as a whole could have done much more about fire risk. Now we try to concentrate on prevention in the first place and on simple methods of evacuation in the second. We take much more care in selecting hotels, and a booklet to all parties travelling with us, and give our representatives a special training session on fire risk and fire drills."

Health problems and skiing accidents tend to be less of a problem. Peter says that although there is a regular trickle of broken legs, he has only had one serious injury—a fractured spine. "You have to try to ensure that people are well supervised, well instructed and have the correct basic equipment," he says.

"Food, however, can be difficult. We recently had a classic example of this. A parent wrote in and complained that the food was too Italian, while a teacher from the same party complained that it was too

English... If most people like most meals we think we have done well." He has four pieces of advice for schools planning trips:

(1) The brochure produced by the tour operator is his shop window. If it is badly put together, sloppy in its presentation or muddled in its content then it is a fair bet that the tour itself may be characterized by the same deficiencies. Book from a brochure which is clear, well illustrated and which is detailed.

(2) Do not even consider travelling with a company that is not a member of the Association of British Travel Agents. Any tour operator belonging to the association is subject to the stringent accounting rules and to supply a substantial bond. Should you book with a company that eventually runs into trouble then ABTA will take responsibility for looking after your arrangements. Do not be impressed by membership of any organization other than ABTA—it is the only one which gives the very necessary financial guarantee.

(3) Choose an operator specialising in school travel, but be aware of the problems of booking with an operator who has an ego-in-the-busker interest in a specialist field. The recent problems in Greece and Cyprus emphasize the potential dangers for any tour operator specialising in one country.

(4) There will certainly be colleagues in other schools in the area who have taken their schools to the Continent. Consult them and find out all you can about the operator with whom they have travelled in the past.

"People," he says, "are beginning to ask for much more in terms of facilities. They are becoming more sophisticated. The business is becoming more streamlined and professional. And because local authorities and schools are going in some way we are able to negotiate contracts for the whole season. Otherwise prices would have risen much higher than they have done."

Peter Hopkins of Schools Abroad.

Skiing for schools 1978/9

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KITES

Jan Stanfield Illustrated by Anna Potworowska
'Kites, young Maths Adventure, continues with three more additions. Like its predecessors, the workbooks are attractively and clearly laid out with delightful illustrations... with which the child can identify. Kites 6 and 7 are excellent for bringing out concepts of multiplying and dividing using amusing pictures...' Child Education

Kites 1: Pre-Number 0 237 29104 5	each: 35p
Kites 2: Number 0 237 29105 3	
Kites 3: Addition 0 237 29106 1	
Kites 4: Subtraction 0 237 29107 X	
Kites 5: Place Value 0 237 29191 6	
Kites 6: Multiplying and Dividing 0 237 29192 4	
Kites 7: Operations 0 237 29193 2	

Kites Teachers' Resource Book 0 237 29194 X

(coming in April) about 75p

each: limp, illustrated

Our brochure on Maths Adventure and Kites is available on request.

SUMS FOR THE VERY YOUNG

H.J. Larcombe

Preliminary Book 0 237 28363 0 40p	Book 1 0 237 28591 6 45p
Book 2 0 237 28592 4 45p	Teacher's Book 0 237 28593 2 50p

each: limp, illustrated

Please send me an inspection copy of the following:

Shaping up

P. C. Davey on mathematics

Kites: 5 Place Value.

6 Multiplying and Dividing.

7 Operations. By Jan Stanfield.

Evans 35p.

Maths Adventure 5. By Jan Stanfield.

Pupil's Book £1.25.

Activity Book 50p.

Teacher's Book 95p.

Evans.

Norman: Booklets produced by

groups of teachers, collected and

edited by the Northern Region

Mathematics Council (a Nuffield

Continuation Project).

Reception

Introduction to Measurement for

Infants.

Bricks, Boxes and Containers

Number Fun for the child with

language difficulties.

Number Patterns.

Booklets available from Mr B. Pin-

field, Charlston Junior School,

Pilkington Road, Blackley, Manches-

ter, M9 2BH. 30p each.

Hesse: Graded Workbook, No. 6.

An Introduction to Decimals. By

K. A. Hesse.

Longman 49p. 582 18222 0.

New primary mathematics publica-

tions increasingly tend to make

smoother the integration of both

familiar and newer content and of

traditional and modern teaching

approaches.

Now closely allied infant and

junior schools, sharing confidence

in their pupils' responsiveness, the

continuity of the Kite and Maths

Adventure series merits considera-

tion. The thorough presentation of

basic ideas is matched by chal-

lenging to imagination and reasoning

power, while exercises are designed

to promote competence with under-

standing.

Kite 5 uses visual models rather

than abstract notation in familiar

groups of tens and ones, and to

develop addition subtraction.

Kite 6 similarly approaches multi-

plication and division, and Kite 7

involves the four operations, includ-

ing Number Line applications.

Minimum reading is entailed, while

the development permits infants in

seeder to independent work with

increased interest.

Maths Adventure Pupil Book 5,

following purely primary work in

books 1-4, seeks a smooth transition

to secondary work. It concentrates

on numbers, shape and algebra,

maintaining, with declining signifi-

cance, the earlier involvement of

fictional children.

The author's belief that "success

is not born in the chaos of hap-

pazard mathematical investigation"

is expressed in the book's structure,

convincingly supported by supple-

mentary exercises in the Activity

Book and confirmed by the incom-

parable Teacher's Book advice.

Well-adjusted balances exist

between tonic and tonic and, within

impulses, between exploration, insight

and consolidation. Kite 5 gives

primary exercises with bases 3 and 5

and for fractions and decimals.

Index notation is considered and

the concepts of averages, percent-

ages and proportion introduced.

Graphical work includes looking at

interpolation and gradient while

practical measures are extensively

to promote competence with under-

standing.

Kite 5 uses visual models rather

than abstract notation in familiar

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primary exercises with bases 3 and 5

and for fractions and decimals.

Index notation is considered and

the concepts of averages, percent-

ages and proportion introduced.

Graphical work includes looking at

interpolation and gradient while

practical measures are extensively

explored. The treatment of Shape

is thoroughly modern. Interpreted,

with, with effective, often amusing

sketches, the work presented with

vectors, translation, rotation and re-

flection may well prove within

the grasp of many of the pupils.

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primary school mathematics.

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Nature stories

Harold Appleton

Look How: Natural History/Inte-
grated Studies. By Ian Carslaw
and Alan Iginsky.
Longman (prices below).

This series, aimed at the nine to 12
age group, is based on a series of
stories and worksheets together
with a teacher's book. Option A,
a reference set of a single copy of
each title, costs £4.25 plus 75p
postage and packing. Option B—
any number of any selection of
titles, cost 30p each for 25-49
titles, 25p each for 50-99 copies
and 20p for a hundred or more,
plus, in each case, extra for post-
age and packing.

Each A4 size booklet contains
an eight-page story illustrated
by photographs, each based on
personal expeditions of the
authors, some in the United
States and others in Britain.
A section entitled "Activities"
includes writing, art and craft
work and items to find out or
discuss. Further suggestions are
found in the teacher's unit,
together with references to re-
lated stories and poetry.

In the centre of each booklet is
a pull-out worksheet—a four-page
spread of sketches and notes,
containing a series of questions.
Some sketches, for example, show
the ladder, could be much
clearer.

In some booklets there are items
which might have been better
omitted. Woodlands, a story about
butterfly watching, starts with a
totally irrelevant paragraph which
seems to encourage free-thinking.
But the booklets are a credit to
the publishers, and the series
is a credit to the publishers.

hearted manner of the expedition
might easily encourage children to
put on their skunkboard helmets
and, taking a torch, venture into
the darkness. Admittedly the
teacher's unit, which will not be
read by the pupils, states
"...activity like this is not to be
recommended without experi-

ence".
Things Don't Always What They
Seem is an interesting account of a
trip in California in search of the
elephant seal, with a diversion to
examine a vast number of monarch
butterflies. Was it necessary to add
the final paragraph? A man who
had just murdered his family, and
who later shot himself, might have
been in the forest, but need not
have been recorded here? South-
west City tells of some rather
inexpert cliff climbing to see
various seabirds, including gulls
and penguins. The book is self-
explanatory and includes a
flight to San Francisco.

Death's Head is of course the
happiest, and recalls an un-
successful attempt to hatch an
egg of a dead bird. During World
War II a day spent watching
herons from a hide in a tree. I am
sure the results were worth the
discomfort. Ghostly Shapes is a
mystery story set in Scotland, with
a hint of the supernatural. Long
Walk takes place in "the North of
England" and is an excuse to talk
about wild flowers. The author also
finds a champion here. Clowns are
the fond variety. The story deals
with a sick and which fails to
survive, and touches on the problems
caused by upsetting any part of a
food chain.

These stories, which often only
hint at underlying issues, are in-
tended as a starting point for class
discussion and research. Before
buying class sets, teachers might
well obtain and study the refer-
ence set in detail, low much of the
material they are able to use, and
which parts offer the greatest
scope for their particular pupils.

World about us

World Resources: Timber. By W. J. Brown.

Priority Press. £2.95. 85078 240 6.

The World of an Island. By Philip Coxon.

Faber. £3.25. 571 10999 3.

Let's Look at Ulster. By Rex Cathcart.

Ulster Television. Haverhill House,

Ormeau Road, Belfast BT7 1EB.

Here are three very useful books
for the primary school library
which would be helpful in project
work. They are most suited to
upper juniors and could be profit-
ably used in middle schools.

Timber is part of the expanding
series on world commodities en-
dorsed by the RSE. It is excel-
lently written by a man who has
spent all his life in the timber
trade. A full examination of timber
is undertaken from the forest to
the saw mill and then to its utiliza-
tion in building, furniture, paper-

making, packaging, sports equip-
ment, musical instruments and else-
where. Careful consideration is
given to forest conservation and to
the future role of timber especially
in the context of current energy
crises. More than 100 black and
white illustrations have been well-
chosen from a diversity of inter-
national sources. Particularly
interesting is the sensible use of
forest distribution maps in relation
to test and photographs. Tables
summarize well-known uses of
timber and statistics, and there is
a useful glossary and source list.

World of an Island is very dif-
ferent. The story of North Uist
in the Outer Hebrides is told with
delight and affection by a former
resident of the RSE. The book
is divided into three main sec-
tions: the making of the island,
wildlife, and the people. One of
the outstanding attractions of this
book are the 25 original drawings
by Michele Coxon. There are also
23 black and white photographs
with three maps. The text is dif-

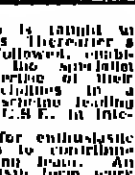
cult in parts but the book would
fit in well to an island theme in
the primary school.

Let's Look at Ulster is part of an
environmental studies television
series which has been transmitted
since 1970 but recently retrans-
mitted with the advice of teachers. The series
is supported by an education kit
consisting of a school textbook, a
teacher's handbook and a pupils'
handbook. It is the former and
the latter which are discussed here.

Both follow the 10 television
programmes of the series dealing
with the market town (including
Ballymena and Cookstown), beside
the sea (Portrush), making cloth,
fishing, roads and streets, down
the farm, houses, woods, carry-
ing goods, and what people come
to see. The broadcast can be
used for individual work or
display and includes photographs,
maps and sketches with some
text. The textbook consists of
44 pages with many photographs
and maps both in colour and black
and white.

From little acorns...

including "A" level work.
Applications immediately to
the Headmaster at
school, writing two references
from previous teachers.



should be an advantage

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Applications in
first language w

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Further contacts have been made with the following persons and the names of all persons at the telephone exchange.

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The school is open to all students, regardless of race or religion.

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POLYTECHNICS
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THE POLYTECHNIC

DEPARTMENT OF
CONSTRUCTION

CONSTRUCTION STUDIES

Applicants should be professionally qualified in Building, Civil Engineering, Surveying, Quantity Surveying, or Surveying.

Further information and application forms are available from the Director of Education, Newcastle Polytechnic, 100, Eldon Square, Newcastle upon Tyne NE1 7RU.

For further particulars and application forms, please contact the Director of Education, Newcastle Polytechnic, 100, Eldon Square, Newcastle upon Tyne NE1 7RU.

Universities

BARBADOS

UNIVERSITY OF THE
WEST INDIES

Applications are invited for the post of Lecturer in the Department of Education, University of the West Indies, Barbados.

Applicants should be qualified in Education and have a minimum of five years' experience in the field. Salary scale: \$12,000 to \$18,000 per annum.

For further particulars and application forms, please contact the Director of Education, University of the West Indies, Barbados.

Applicants should be qualified in Education and have a minimum of five years' experience in the field. Salary scale: \$12,000 to \$18,000 per annum.

For further particulars and application forms, please contact the Director of Education, University of the West Indies, Barbados.

Applicants should be qualified in Education and have a minimum of five years' experience in the field. Salary scale: \$12,000 to \$18,000 per annum.

For further particulars and application forms, please contact the Director of Education, University of the West Indies, Barbados.

OLASOOV

THE UNIVERSITY

LECTURERSHIP IN CHEMISTRY

Applications are invited for the post of Lecturer in Chemistry, University of Olasoo.

Applicants should be qualified in Chemistry and have a minimum of five years' experience in the field. Salary scale: \$12,000 to \$18,000 per annum.

For further particulars and application forms, please contact the Director of Education, University of Olasoo.

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For further particulars and application forms, please contact the Director of Education, University of Olasoo.

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JAMAICA

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The TES Goes To Work

THE TES NOW PROVIDES ON ITS "SCHOOL TO WORK" PAGE EACH WEEK, SPECIALIST NEWS COVERAGE OF THE DEVELOPING—AND CONTROVERSIAL—RELATIONSHIP BETWEEN EDUCATION AND INDUSTRY AND THE TRANSITION FROM SCHOOL TO WORK.

Industry and education need to know about each other. They also need to keep tabs on the rapidly growing activities of the agencies and organizations, public and voluntary, that deal with young people.

The "School to Work" page supplements the attention being paid throughout the paper to the needs and interest of industrial trainers, careers specialists, youth workers, and all those concerned with equipping the young for a full adult role.

The Times Educational Supplement's coverage of education has always been broad, and it has regarded industrial training and youth affairs as part of its field. In the past two years the growing national and professional concern has been reflected in the increased space and prominence given throughout the paper to these matters. The most important developments and initiatives by central government and others, such as the new national programme for school leavers, are often disclosed or foreshadowed in the TES before you can learn about them from any other source.

TES—The weekly for news about education at all levels—including vocational training.

From newsagents on Fridays price 18p.

THE TIMES Educational Supplement

NOW A VITAL PART OF TEACHING— LITERATURE, MUSIC AND HISTORY ON TAPE CASSETTES!

Tape cassettes are vital to education nowadays—dramatic and engrossing for pupils, time-saving and practical for teachers. You'll find all the cassettes listed here extraordinarily useful—whether in the classroom or in the comfort of your own home. Each cassette lasts about an hour and is stereo/mono compatible. Make your selection now—and please use the coupon when ordering. A free catalogue is sent with every order.

Literature and Drama

THE TIMES SHAKESPEARE

Specially edited versions of Shakespeare's works, featuring leading British actors.

THE MERCHANT OF VENICE

starring Lee Montague

MACBETH

starring Stephen Murray

JULIUS CAESAR

starring William Squire

HENRY V

starring John Rye

ROMEO AND JULIET

starring Barbara Jefford

OTHELLO (90 minutes)

starring Lee Montague

AMIDSUMMER NIGHT'S DREAM

Commonwealth Secretariat

Vacancy for Chief Project Officer (Education) in the Education Division of the Commonwealth Secretariat, London. Applications are invited for the post of Chief Project Officer (Education) in the Education Division. Salary will be in the range of £8,383 to £9,302 per annum, plus 10 per cent interim award pending review of terms of service and salary scales. Qualifications.

A good university degree or recognised equivalent in the field of technology, a postgraduate teaching qualification, and extensive experience in teaching and administration in at least one developing country of the Commonwealth. A background of technical education in more than one country or region would be an important advantage.

Duties To carry out assignments and projects as allocated from time to time by the Director, particularly in the field of technical and vocational education and to initiate, follow up and generally participate, within the framework of established policies, in programmes in education designed to foster Commonwealth co-operation. The officer will also be responsible for the coverage of specific geographical areas of the Commonwealth in the field of education including co-operation with relevant divisions and sections of the Commonwealth Secretariat in pursuit of his duties. The selected candidate will be appointed initially for a three years' contract.

Candidates who applied in response to the previous advertisement need not re-apply as they will be automatically considered. Applications giving full details of qualifications and experience, and the names and addresses of three referees, should be submitted by 7 April, 1978, to:

Administration Officer (Personnel)
Commonwealth Secretariat
Marlborough House, Pall Mall, London SW1Y 6HX
0439 3111

Community Development Officer

New Towns Salary Scale V: £3,825 — £4,235 plus Salary Supplement up to a maximum of £520 per annum.

The Social Development Officer requires an experienced Community Worker to join the Community Development Team. The successful applicant will be given responsibility for Oakwood, where the initial centre housing is under construction and where the first residents will be arriving in a few months' time. The post offers an excellent opportunity for a person with initiative, plenty of drive and the ability to relate to people. The job calls for someone who understands people's needs and who is prepared both to live in the area and to work closely with the residents in the development of a sense of community. An early appointment is necessary in order that the successful applicant will be in post when the first families arrive.

Community facilities, including a joint-use school and a shop unit for youth work, are already being built. An important aspect of the Community Worker's role will be to maximise the potential of these facilities for community use.

For an informal discussion, please ring Derek Jones (Ext 150). Conditions of Service include a contributory pension scheme and the payment, in appropriate cases, of removal expenses and relocation allowance.

An application form, which should be returned by 13 March, 1978 can be obtained from:
The Secretary,
Worthington New Town Development Corporation
P.O. Box 45, New Town House, Sutermarket Street,
Worthington, WAT 5LP. Tel: Worthington 81144

Warrington & New Town

THE FOUNDATION OF THE INTERNATIONAL SCHOOL OF GENEVA

A system of schools located on seven campuses serving the educational needs of the local and international community of Geneva. Over 2,450 children representing 80 nationalities and ranging from three to 19 years of age are educated through the medium of English and French.

The Foundation seeks for its English-speaking programme well-qualified and motivated teachers with at least three years' experience for the following posts:

Primary Schools

1. Nursery teacher.
2. Primary-school teachers (seven to 12 age range) able to offer experience in specific curriculum areas, e.g. music, drama, science, history.

Secondary Schools

3. English
4. French
5. Spanish
6. Mathematics
7. History
8. Geography

Candidates for posts 4 and 5 must be native speakers of the languages. An interest in Geography and/or Science would be an advantage in the Geography post.

All secondary posts involve teaching to University entrance level—the school prepares students for the International Baccalaureate. International experience, flexibility and strong extra-curricular interests are an advantage.

Two-year contracts: salary scale, Sfr. 33,700-Sfr. 58,000.

Letters of application, curriculum vitae, a recent photograph and current references should be forwarded immediately to the Recruitment Office, Foundation of the International School of Geneva, 1208 Geneva, Switzerland.

Envelopes should be marked with the appropriate post number.

OVERSEAS Appointments continued

NETHERLANDS

TEACHING IN THE NETHERLANDS. Dutch teachers are invited to apply for posts in the Netherlands. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

SWITZERLAND

TEACHING IN SWITZERLAND. Swiss teachers are invited to apply for posts in Switzerland. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

AFRICA

TEACHING IN AFRICA. African teachers are invited to apply for posts in Africa. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

ZAMBIA

TEACHING IN ZAMBIA. Zambian teachers are invited to apply for posts in Zambia. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

SWITZERLAND

TEACHING IN SWITZERLAND. Swiss teachers are invited to apply for posts in Switzerland. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

GREECE

TEACHING IN GREECE. Greek teachers are invited to apply for posts in Greece. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

SPAIN

TEACHING IN SPAIN. Spanish teachers are invited to apply for posts in Spain. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

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NIGERIA

TEACHING IN NIGERIA. Nigerian teachers are invited to apply for posts in Nigeria. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

KENYA

TEACHING IN KENYA. Kenyan teachers are invited to apply for posts in Kenya. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

BRITISH COMPANY

TEACHING IN BRITISH COMPANY. British teachers are invited to apply for posts in the British Company. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

EDUCATION OFFICER

TEACHING IN EDUCATION OFFICER. Education officers are invited to apply for posts in the Education Officer. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

SPAIN

TEACHING IN SPAIN. Spanish teachers are invited to apply for posts in Spain. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

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YOUNG GRADUATES

TEACHING IN YOUNG GRADUATES. Young graduates are invited to apply for posts in the Young Graduates. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

REDWOODS

TEACHING IN REDWOODS. Redwoods teachers are invited to apply for posts in Redwoods. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

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BRENT

TEACHING IN BRENT. Brent teachers are invited to apply for posts in Brent. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

HUMBERSIDE

TEACHING IN HUMBERSIDE. Humberside teachers are invited to apply for posts in Humberside. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

LONDON

TEACHING IN LONDON. London teachers are invited to apply for posts in London. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

INNI LONDON EDUCATION

TEACHING IN INNI LONDON EDUCATION. Inni London Education teachers are invited to apply for posts in Inni London Education. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

CAMBRIDGE

TEACHING IN CAMBRIDGE. Cambridge teachers are invited to apply for posts in Cambridge. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

EAING

TEACHING IN EAING. Eaing teachers are invited to apply for posts in Eaing. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

GLUCKSTERSHIRE

TEACHING IN GLUCKSTERSHIRE. Gluckstershire teachers are invited to apply for posts in Gluckstershire. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

NEWHAM

TEACHING IN NEWHAM. Newham teachers are invited to apply for posts in Newham. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

SANDWELL

TEACHING IN SANDWELL. Sandwell teachers are invited to apply for posts in Sandwell. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

HEREFORD AND WORCESTER

TEACHING IN HEREFORD AND WORCESTER. Hereford and Worcester teachers are invited to apply for posts in Hereford and Worcester. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

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SANDWELL

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HEREFORD AND WORCESTER

TEACHING IN HEREFORD AND WORCESTER. Hereford and Worcester teachers are invited to apply for posts in Hereford and Worcester. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

THE TIMES EDUCATIONAL SUPPLEMENT 10.3.78

TEACHING IN THE TIMES EDUCATIONAL SUPPLEMENT. Teachers are invited to apply for posts in the Times Educational Supplement. The posts are in the field of secondary education. The posts are in the field of secondary education. The posts are in the field of secondary education.

THE TIMES EDUCATIONAL SUPPLEMENT

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THE TIMES EDUCATIONAL SUPPLEMENT 10.3.78

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CAMBRIDGESHIRE Second Deputy Chief Education Officer

Salary: £8,169 x £213 (3) - £8,808

plus supplements as appropriate

Applications are invited from suitably qualified and experienced candidates for the post of Second Deputy Chief Education Officer to take up duty as soon as possible. The second deputy will have a special responsibility for resources, including oversight of sites and buildings, finance and personnel, but will carry other general responsibilities appropriate to a post of deputy level. Cambridgeshire is a rapidly growing county with a school population of approximately 100,000 and a substantial further, higher and community education commitment. The county has a fine tradition of provision in education which it is determined to maintain, and the second deputy has a key role to play in this context.

Further particulars are available from the undersigned to whom applications should be returned by March 23.

G. H. MORRIS

Chief Education Officer,
Shire Hall,
Cambridge CB3 0AP.

KENT County Council Education Department

Careers Officer

£3,578-£4,214 (includes supplements)

at the West Malling Careers
Centre, Nr. Maidstone

Applicants must be qualified and should possess the Diploma in Careers Guidance or an equivalent qualification.

Further particulars and application form, returnable by 23rd March, from W. H. Pelly, County Education Officer, Springfield, Maidstone, M14 2LJ. (Ref. C5).

ADMINISTRATION General continued

LEICESTERSHIRE

Area Health Education
Officer

Salary: £3,578-£4,214 (includes supplements)

Applications are invited from suitably qualified and experienced candidates for the post of Area Health Education Officer to take up duty as soon as possible. The officer will have a special responsibility for resources, including oversight of sites and buildings, finance and personnel, but will carry other general responsibilities appropriate to a post of deputy level. Cambridgeshire is a rapidly growing county with a school population of approximately 100,000 and a substantial further, higher and community education commitment. The county has a fine tradition of provision in education which it is determined to maintain, and the second deputy has a key role to play in this context.

Further particulars are available from the undersigned to whom applications should be returned by March 23.

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UNUSUAL, interesting work as Assistant to the Director of Education, Kent County Council, with a wide range of responsibilities. The post is based at the County Council Offices, Maidstone, Kent, and involves a high degree of responsibility for the education of the county. The post holder will be responsible for the day-to-day running of the education department, including the management of staff, the preparation of budgets, and the implementation of educational policy. The post holder will also be responsible for the development of educational provision in the county, including the establishment of new schools and the improvement of existing ones. The post holder will be required to have a high level of administrative and managerial skills, as well as a strong commitment to the education of the county.

Child Care

SANDWELL
DEPARTMENT OF EDUCATION
CHILD CARE OFFICER

Salary: £3,578-£4,214 (includes supplements)

Applications are invited from suitably qualified and experienced candidates for the post of Child Care Officer to take up duty as soon as possible. The officer will have a special responsibility for resources, including oversight of sites and buildings, finance and personnel, but will carry other general responsibilities appropriate to a post of deputy level. Cambridgeshire is a rapidly growing county with a school population of approximately 100,000 and a substantial further, higher and community education commitment. The county has a fine tradition of provision in education which it is determined to maintain, and the second deputy has a key role to play in this context.

Further particulars are available from the undersigned to whom applications should be returned by March 23.

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KENT County Council Education Department

GENERAL INSPECTOR FOR SPECIAL AND REMEDIAL EDUCATION

Applicants should have had experience in the field of special education and in remedial education, either in primary or secondary schools, or have other relevant experience.

GENERAL INSPECTOR WITH SPECIAL RESPONSIBILITY FOR FURTHER EDUCATION

Applicants for this new appointment should be graduates or hold equivalent qualifications in engineering, science or mathematics or business/commercial studies and also have considerable teaching experience in further education. The duties involve the provision of advice on matters relating to the organisation and curriculum of colleges of technology and other further education establishments, especially in the 16-19 age range, and also the development of in-service training for teachers.

Southern salary scale, £7,465 to £8,076 plus Salary Supplement of £312 and £188 per annum for both posts.

Assistance with removal expenses, etc., is given in approved cases. Further particulars and application form, returnable by March 23, from W. H. Pelly, County Education Officer, Springfield, Maidstone, Kent, M14 2LJ. (Ref. G/TES).

Educational Psychologists

Salary: £3,578-£4,214 (includes supplements)

Applications are invited from suitably qualified and experienced candidates for the post of Educational Psychologist to take up duty as soon as possible. The psychologist will have a special responsibility for resources, including oversight of sites and buildings, finance and personnel, but will carry other general responsibilities appropriate to a post of deputy level. Cambridgeshire is a rapidly growing county with a school population of approximately 100,000 and a substantial further, higher and community education commitment. The county has a fine tradition of provision in education which it is determined to maintain, and the second deputy has a key role to play in this context.

Further particulars are available from the undersigned to whom applications should be returned by March 23.

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Assistant Director of Education

£7,902 - £8,511 plus supplements as appropriate

Responsible for the day-to-day running of the education department, including the management of staff, the preparation of budgets, and the implementation of educational policy. The post holder will also be responsible for the development of educational provision in the county, including the establishment of new schools and the improvement of existing ones. The post holder will be required to have a high level of administrative and managerial skills, as well as a strong commitment to the education of the county.

Further particulars and application form, returnable by March 23, from W. H. Pelly, County Education Officer, Springfield, Maidstone, Kent, M14 2LJ. (Ref. A/D/ED).

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MINISTRY OF OVERSEAS DEVELOPMENT

Education Adviser

£9,320-£10,470 London-Based

The Adviser will join a small team and be responsible for the day-to-day running of the education department, including the management of staff, the preparation of budgets, and the implementation of educational policy. The post holder will also be responsible for the development of educational provision in the county, including the establishment of new schools and the improvement of existing ones. The post holder will be required to have a high level of administrative and managerial skills, as well as a strong commitment to the education of the county.

Further particulars and application form, returnable by March 23, from W. H. Pelly, County Education Officer, Springfield, Maidstone, Kent, M14 2LJ. (Ref. E/A/ED).

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ASSOCIATION OF COUNTY COUNCILS

SENIOR ADMINISTRATIVE ASSISTANT

Grade P.O.1(ii)-Salary Scale £5,797.56 to £6,361.56 inclusive of London Weighting and Salary Supplements

Applications are invited from suitably qualified and experienced candidates for the post of Senior Administrative Assistant to take up duty as soon as possible. The assistant will have a special responsibility for resources, including oversight of sites and buildings, finance and personnel, but will carry other general responsibilities appropriate to a post of deputy level. Cambridgeshire is a rapidly growing county with a school population of approximately 100,000 and a substantial further, higher and community education commitment. The county has a fine tradition of provision in education which it is determined to maintain, and the second deputy has a key role to play in this context.

Further particulars are available from the undersigned to whom applications should be returned by March 23.

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